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February 15, 1995

Ms. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
McCormack Building 6, Floor 14
One Ashburton Place
Boston, MA 02108

RECEIVED

FEB 15 1995

EXECUTIVE OFFICE
OF EDUCATION

Dear Secretary Robertson:

Enclosed please find our application for the **Robert M. Hughes Charter School**, a Marva Collins Learning Center.

Northern Educational Service, Inc. is a community based organization located in the heart of the Springfield Community. Founded in 1963 by Robert M. Hughes, a disabled Korean War Veteran, N.E.S. concentrated during its early years on providing educational, tutorial and cultural enrichment services for inner city youth. In response to the emerging needs of the Springfield Community, Northern Educational Service, Inc. expanded its programs to include substance abuse education, prevention, intervention and treatment in the 1970's.


During the 1980's, we expanded our programs to include HIV/AIDS education, prevention, counseling, testing and support services. Moreover, during this period, we refocused our programs and services on education, tutoring, cultural enrichment and family support systems.

A comprehensive educational, health and social service organization, Northern Educational Service is excited about the opportunity to offer Springfield and the Commonwealth its first Charter School modeled after the educationally sound, student centered, Marva Collins Model.

We understand, there is much work yet to be accomplished. However, the challenge is one that we know will ultimately benefit those children and families that many people have given up on.

We are looking forward to working with you, your staff and the Pioneer Institute in continuing to develop and implement the Robert M. Hughes Charter School, a Marva Collins Learning Center.

Sincerely,



Norma Baker
Executive Director

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1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

ROBERT M. HUGHES CHARTER SCHOOL

Proposed Charter School Name

SPRINGFIELD, MA

School Location (city, town)

Contact Person

First NORMA

Middle _____

Last BAKER

Organization NORTHERN EDUCATIONAL SERVICES, INC.

Address 622 STATE STREET

City SPEINFIELD

State MA

Zip 01109

Telephone (413) 733-2238

Fax (413) 737-5446

Founding Coalition: (Check Box)			Grade Level (Check Box)	Projected Student Enrollment	
Parents	Teachers	Private For-Profit Business	Elementary	Projected Student Enrollment (1st Year)	120
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Middle	Projected Student Enrollment (2nd Year)	140
Community Based	Other Founding		Secondary	Projected Student Enrollment (3rd Year)	160
Organization Museum	Group		Other	Projected Student Enrollment (4th Year)	160
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grade	Projected Student Enrollment (5th Year)	160
			Level	Total Number of Teachers	10
				Teacher/Student Ratio	1-15

In what type of community will the Charter School be located?

Urban School District ☒

Rural School District ☐

Suburban School District ☐

Other Kind of Community ☐

Do you presently have access to a facility suitable for a school?

Yes ☒

No ☐

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning). Northern Educational Service, Inc., through its Robert M. Hughes Charter School, a Marva Collins Learning Center is dedicated to providing Springfield's inner city children with an academic setting that challenges, teaches the basic skills, sparks the love of learning; sets high standards of achievement and accountability for students, teachers, and administrators; participation of parent(s) and significant others; and allows the student to develop good self esteem and belonging in a mutually supportive, nurturing group environment.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

EXECUTIVE SUMMARY

The Robert M. Hughes Charter School, a Marva Collins Learning Center, will provide the enrolled children with an academic setting that:

- * will challenge each student
- * will place emphasis on teaching the basic skills
- * will spark and rekindle the love of learning
- * will set high standards of achievement for students
- * will set high standards of accountability for teachers
- * will set high standards of participation for parents and significant others
- * allows the student to develop good self-esteem, a system of values and sense of belonging in a mutually supportive environment.

NES proposes the establishment of a Charter School which will serve the needs of students in grades K-5. The proposed curriculum is designed to endow our students with critical thinking skills and the ability to create and produce for family and community. We believe implementing the Marva Collins Method of instruction will restore students with values such as: determination, perseverance, giving back to the community, keeping your word, honesty and integrity.

The Marva Collins method of teaching and philosophy of education has won world wide acclaim for its proven ability to meet the needs of the inner city students of Chicago and throughout the country who the public schools of Chicago and in other areas of the country where the public school system has failed. We believe the Robert M. Hughes Charter School, through creating the described educational environment, will produce students prepared to meet the challenges of the next century.

ROBERT M. HUGHES CHARTER SCHOOL (A MARVA COLLINS LEARNING CENTER)

Q. 1. MISSION STATEMENT:

A. In succinct terms, describe the core philosophy or underlying purpose of the proposed school.

The mission of the Northern Educational Services, Inc. (N.E.S.), through its ROBERT M. HUGHES CHARTER SCHOOL, is to deliver a culturally competent education to youngsters in the urban community of Springfield, MA utilizing the Marva Collins method of instruction in order to :

- * spark the love of learning
- * develop in each child the ability to think critically
- * communicate feelings and ideas freely
- * establish an academic and social environment conducive to academic and moral development
- * perpetuate a universal awareness through the study of diverse cultures and religions
- * challenge students, teachers and administrators to set high standards of achievement and accountability
- * expect and encourage the active participation of the family and the community
- * allow students to develop a sense of self and belonging in a supportive and nurturing group environment
- * change the negative and impulsive behavior to positive and rational behavior.

The central theme of this philosophy of education is ensuring that the student masters the basic skills before passing to the next grade and that teachers will begin teaching the basics in kindergarten. At RMH we believe, children learn best in a nurturing environment where teachers always find something good to say to the child, and that parents will become and remain involved when they are made to feel welcome and necessary by the entire school staff. *See Appendix III and Appendix VIII.*

The Marva Collins philosophy of education has won world wide acclaim for teaching Homer, Medea or Plato in grammar school to establishing Saturday classes for poor achievers. *See Appendix VI.* Her method of education has been proven to meet the needs of inner city students who, like those in Springfield, the public schools have traditionally failed. We have chosen to replicate the Marva Collins method in Springfield, a method which returns to the educational curriculum such values as determination, perseverance, keeping your word, honesty, and integrity. *See Appendix VII.*

B. As a charter school, your school will be a "laboratory of innovation" in the State's larger education reform effort. With this in mind, what impact do you hope your charter school will have on the state of public education in the Commonwealth of Massachusetts?

The state's educational reform effort has spawned a set of principles and practices known as the Massachusetts Common Core of Learning, which provides, inter alia, that the "key to realizing a new state of excellence in education in Massachusetts" and "the quality of each student's future will depend on the student's ability to gain and apply knowledge".

We believe that the ROBERT M. HUGHES CHARTER SCHOOL, the only charter school to fully embrace the Marva Collins method of training teachers and teaching students, will complement and further the state's aim at reforming education throughout Massachusetts. The Collins method signals a return to the values that made America first among the nations of the world. *See Appendix III and Appendix VI.*

An essential element of the method that we embrace, is that the student must be able to master basic skills prior to being promoted to the next grade and mastery of the basics is necessary if children are to develop into successful and productive citizens. The primary mission of RMH is to teach the basic skills, beginning in kindergarten and this is entirely consistent with the Massachusetts Common Core of Learning. *See Appendix I, Appendix VI, and Appendix VIII.*

The Curriculum is based on preparing our children to be "... lifelong learners who can adapt to change and challenge and be prepared for the jobs and opportunities of the future". This belief which forms the basis of the Common Core of Learning, is entirely compatible with the philosophy of Marva Collins, as well as the mission of the ROBERT M. HUGHES CHARTER SCHOOL. It is our mission to inspire students to read well, think critically, and dialogue effectively, in a nurturing, and supportive environment, and as a consequence they will become life time learners, contributors to society, prepared to meet the challenges of the next century. Since, we view the ROBERT M. HUGHES CHARTER SCHOOL, its curriculum and teaching methodology as one model worthy of replication in the public schools of Massachusetts

The RMH philosophy will be directed toward the teachers and administrators. Moreover, the philosophy will be imparted to the students. Our goal of developing life time learners and contributors to society will be met by utilizing poems, Nursery rhymes, Greek philosophers, symbolism etc. (*See Appendix I*) in order to develop learning, comprehension, listening, and critical thinking skills.

Q.2. SCHOOL OBJECTIVES:

A. What are the school's broad academic objectives for student learning.

The ROBERT M. HUGHES CHARTER SCHOOL, will focus on developing students who are well grounded in the basic skills. We agree with Marva Collins when she states, "Reading is more than essential, it is the key that unlocks doors. After all if a child cannot read, they cannot do anything." And students should read "both intelligently and intelligibly". See *Appendix I*.

The curriculum is designed to develop the student's mind and ability to think using a variety of methods, including memorization, a.k.a. rote, as well as dialogue with the teacher ala Socrates. Rhymes and repetition make learning fun even with the classics. We concur with her belief that memory work should return to the classroom, especially in phonics, and multiplication. See *Appendix I and Appendix VI*.

Moreover the curriculum design requires us to teach our students the art of dialogue and oral presentation. We expect our students to think and express themselves without the usual fear that accompanies oral presentation in today's classrooms. At Mrs. Collins's Westside Preparatory School in Chicago, oral presentations are an integral part of the student's daily life and it will be a part of the daily life at ROBERT M. HUGHES CHARTER SCHOOL. We will encourage our students, as it is done at Westside, to speak standard English in complete, grammatically correct sentences.

We, also believe that in order to become good citizens of the world, children should receive a well rounded education. A well rounded education which includes the study of art, music, culture, health, language, social studies, mathematics, history, science, and fine literature. See *Appendix I*.

The Collins method instructs, that these subjects can and should be taught in the context of reading. Thus, in kindergarten the student will learn and develop their language skills through "heaping doses of phonetics". Further, we should eliminate extra curricular activities until students are achieving at least one grade level above their present level. "Why participate in extra activities until we have mastered the necessary ones. Competitive sports and other activities can stunt a student's intellectual growth if over emphasized". At Westside the children all know the following saying, "Westside has no recess, no excuses, and no nonsense. The teachers teach and the children learn". See *Appendix I*.

B. Describe any non-academic goals for student performance.

. At RMH charter school we strive to challenge and motivate the whole person. We will draw on the wealth of experience in motivating and challenging children through the on-going N.E.S. Youth Assistance programs toward achieving the following objectives:

1. Students will successfully complete tasks and activities associated with:

- a. Values clarification
- b. Attitudes and interests
- c. Self-esteem
- d. Sense of future
- e. Ability to make choices
- f. Sense of responsibility
- g. Citizenship skills
- h. Caring about self and others
- i. Self awareness
- j. Social skills
- k. Refusal skills
- l. Using discretion

2. Students may participate in extra curricular activities once they are achieving optimally for their grade level. Competitive sports will not be emphasized at the expense of student's intellectual growth. Students will only participate in extra activities only when they have mastered the required ones. At N.E.S./ RMH charter school will adopt the following saying "RMH has no recess, no excuses, and no nonsense, the teachers teach and the children learn".

Q.3. STATEMENT NEED:

A. Why is there a need for this type of school?

The Community in which the ROBERT M. HUGHES CHARTER SCHOOL will be located has a high rate of school dropouts. and a high number of functional illiterates graduating from school. The public schools located in the RMH area and from which students will leave to attend RMH. have extremely high student to teacher ratio, suffer from lack of parental involvement, little or no personalized student instruction, poor pupil performance, low teacher expectations, lack of teacher accountability, over utilization of pre-packaged lesson plans, little teacher/pupil interaction, and little or no consistent professional development.

We, at ROBERT M. HUGHES CHARTER SCHOOL, are cognizant of the many

factors, outside the school setting, that may impact on the student's learning process. However, when you combine the outside factors with the problems present in our public schools, the need for a new approach to education becomes readily apparent. The Collins' model provides a new approach to solving old and persistent problems.

At the RMH Charter School,, parental involvement is an essential part of our educational climate. Given the uniqueness of this charter school, the parents must be a part of all aspects of the school community. Great effort will be given to making the parents feel welcome and necessary by the entire school staff. Therefore, we will develop, with parental input, parenting participation contracts. These contracts, which lack legal significance, are just one way of developing educational partnerships with the parent. Parents or significant others will have a full voice in the decision making processes at the RMH Charter School.

B. Explain why the charter model would be an appropriate vehicle to address this need.

We believe that to develop an institution where high academic achievement is expected, we must have teachers who love children, and who are willing to be trained in the Marva Collins' method. We view training as essential before the person is hired to teach at RMH, thus, N.E.S. will fully sponsor such training by Marva Collins before a contract of employment is entered into. We believe that you can only hold a person accountable if you have provided the necessary training. We will also provide periodic training and renewal of teacher skills by Marva Collins, for all teachers and administrators at RMH. Likewise, we will seek Marva Collins' training geared toward parents and other staff at the charter school. *See Appendix III.*

A 1.5: 20 teacher/student ratio is planned for RMH charter school. We will be open from 7:00AM to 6:00PM. We will observe all state and federal holidays, and have only one month summer vacation.

Q.4. PROFILE OF FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders and their background and experiences.

The founding coalition for the N.E.S. ROBERT M. HUGHES CHARTER SCHOOL comprise individuals who represents a variety of disciplines and organizations. Each member of the founding coalition has a demonstrated commitment to youth development; and a long standing formal or informal relationship with N.E.S. The names of the following coalition members and brief descriptions of their backgrounds follows.

Carol Arango, President, National Federation of Community Development Credit Unions; Manager/Treasurer D. Edward Wells Federal Credit Union; Founder, first youth operated credit union in the World See *Appendix V*.

Norma Baker, Executive Director, Northern Educational Service, Inc., a multi-service organization providing education, cultural enrichment, counseling, substance abuse, AIDS prevention, and education and family support programs. Ms. Baker is a former director of an alternative school for pregnant adolescents.

Andrew Cade, M.ED. ; Parent; N.E.S. Board Member; and Vice Pres., Employment. & Training, Urban League of Springfield.

Helen Caulton, M.ED. ;Parent; and Executive Director, Pioneer Valley Area Health Education

Center at Springfield Technical Community College.

Barbara F. Greenlee, Attorney at Law; Master Teacher; and Educational Consultant.

Michelle Hackman, Parent; and Child Care Provider.

Robert M. Hughes, Founder and First Executive Director Northern Educational Service; Inc.; Disabled War Veteran; Author; Poet; and Cousin of Langston Hughes.

Carl McCargo, M.S.; N.E.S. Board Member;; Psychologist; and National Science Foundation Research Fellow.

Thomas Morrow, M.B.A.; Accountant, N.E.S. Board Member and Owner of Metrocom, Inc., (an accounting firm).

Rance A. O'Quinn, M.ED...; President, N.E.S. Board of Directors; and Supervisor of Investigations Massachusetts Commission. Against Discrimination.

Arlene Smith, M.S.W.; Springfield Area Director, Massachusetts Department of Social Services.

Fred A. Swan, Sr.,M.ED...; Educational and Clinical Consultant; Executive Director, Springfield Southwest Community Health Center.

Delois Swan, Coordinator., Parent Information and Support, Springfield Public Schools; Former Assistant Director Massachusetts Department of Education-Western Regional Office.

Eddie Wright, Veteran; Businessman; Board Member Local Savings Bank; Member Chamber of Commerce; and Rotary Club.

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The founding coalition came together through the leadership of the N.E.S. Executive Director, Norma Baker, for the explicit purpose of establishing a charter school under the N.E.S. corporate structure. N.E.S. has provided education services to youth since its founding in 1963, currently N.E.S. operates a variety of youth programs:

Earn and Learn - A program of after school cultural enrichment and tutorial assistance for junior and senior high school youth.

Youth Assistance - A program of HIV/AIDS, alcohol and other drug counseling, prevention education. This program operates both in the public schools and the community.

100% Drug Free Club - A program of alcohol and drug prevention for youth ages 3 to 18, utilizing parents and older teens as leaders/role models.

Baldwin Scholars - A partnership with Hampshire College which grants scholarships and educational assistance to youth who wish to attend Hampshire College. This program offers a one year collegiate residential experience without charge to selected inner-city youth between 17 and 24 years of age. Matriculation is assured after successful completion of the program.

Governor's Alliance Against Drugs - Coordinates substance abuse prevention, and street out reach programs for youth in the Springfield area.

Peer Educators - HIV/AIDS and substance abuse education utilizing a peer education model.

Family Preservation Family Day Care - Pre-school center based day care and kindergarten.

C. Include any plans for further recruitment of founders or organizers of the school.

The recruitment of additional educators and parents, as well as other community representatives, is addressed, with specificity, in our response to the questions regarding "Evidence of Support and "School Governance".

Q.5 SCHOOL DEMOGRAPHICS:

A. Describe the area where the school will be located.

The ROBERT M. HUGHES CHARTER SCHOOL will be located in or near the Mason Square Area of the City of Springfield. (A schematic design for one proposed facility is included in *Appendix IV*. Please note that this floor plan was originally prepared as a proposed new facility for N.E.S., however should another facility for the school not be available, this plan can be redrawn so as to accommodate the Charter School).

The Mason Square community lies in the heart of Springfield and for descriptive

purposes it is convenient to use the 01109 zip code boundaries. The total population of the 01109 zip code is 29,732 - 52% are African American, 38% are Caucasian and 14% are Hispanic. In 1980, this community had an average education level and a much higher poverty level than the rest of the city. In 1990, Springfield was officially determined to be one of the poorest cities in the Commonwealth with Mason Square designated the poorest community in Springfield.

DEMOGRAPHICS AND CHARACTERISTICS OF THE ZIP CODE 01109 AREA

Neighborhood Name	Census Track	Total Pop.	1990 Hispanic	1990 Black	1990 White
Six Corners	8019	6238	35.6%	34.4%	41.4%
McKnight	8013	5250	18.3%	59.1%	26.8%
Bay	8014	5098	18.0%	70.5%	18.0%
Old Hill	8018	5142	25.3%	65.1%	13.5%
Upper Hill	8017	7683	9.2%	61.3%	33.7%
Mason Square (approx.)		29732	14%	52%	38%
Springfield		156,983	16.9%	19.2%	64.6%

Source: 1990 U.S. Census Bureau

It should be noted that the population of the area and city wide has significantly changed since the last census. This shift in population can be demonstrated by the diversity present in the 41 different schools throughout the city. A city wide school district diversity profile of Springfield, dated April 21, 1993, indicates, for the school year 1991-92, that the school population was comprised of: Hispanic-33.2%, African-American-27.8%, Asian-American-1.9%, and White-37%. Top priority will be given to the young people from throughout Springfield, however, with the city wide figures above, we can anticipate that the majority of our students will come from the area in which the school is located.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

The State Street/Mason Square area was selected for several reasons:

1. centralized location
2. accessibility to public transportation
3. proximity to social service agencies
4. favorable rates for renovation, sale or lease.

These four factors make this particular neighborhood quite attractive when considering location of the school. , The Mason Square Community was selected because it is the N.E.S. primary service area. Further, it is the location from which we expect to receive the many of our students.

We are currently exploring the possibility of leasing a building or buildings on the campus of a private school, to house the Robert M. Hughes Charter School. The Springfield site under consideration not only suits our needs and our focus, it has the potential to enhance our marketability and as well as provide our student population, staff, and parents, the opportunity to interact with people from different states and world cultures.

C. Describe any unique demographic characteristics of the student population to be served.

N.E.S. has successfully offered a variety of educational services to young people in and around Springfield for over twenty years. In those years the agency has discovered that the secret of that success was the focus on the belief in the ability of the student to learn and not being influenced by labels placed on them by others in positions of authority.. Many of the young people who come from poorer communities have been wrongly labeled as being at risk for variety of societal ills such as:

1. Alcohol and other drug abuse
2. Suspension from school
3. Becoming a school dropout
4. Negative effects of parental alcohol or drug addiction
5. Engaging in, or becoming a victim of violence
6. Low self-esteem, and self-worth, and
7. Academic failure.

The success of the N.E.S. programs has been based on the firm belief that because an environment may be afflicted with problems, does not necessarily follow that the homes within the environment suffer from those problems. Never the less. the Robert M. Hughes Charter School will focus on the positive, not the negative; on the possibilities not the impossibilities. This school will be not be a refuge from the world,

but a springboard to the future. Marva Collins says, "The media likes to call Westside Preparatory School, "An Inner City School," but they fail to educate their readers to the salient point, that excellence works anywhere, with any child. They also fail to tell their readers that excellence is pretty much like having Diogenes with us today trying to find excellence".

**D. What are the school’s enrollment projections for the first five years?
What is the school’s ultimate enrollment goal?**

Enrollment Projections

Year 1	120 Students
Year 2	140 Students
Year 3	160 Students
Year 4	160 Students
Year 5	160 Students

The maximum student enrollment is one hundred and sixty students.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

For the 1995 school year, the projected enrollment is as follows:

Grade Level	# of Students
K	20
1	20
2	20
3	20
4	20
5	20

It should be noted that the plan for the ROBERT M. HUGHES CHARTER SCHOOL includes adding 20 students in grade six in 1976 and 20 students in grade seven in 1997, for a total enrollment of 160 students at the end of five years.

Q.6. RECRUITING AND MARKETING PLAN:

A. Demonstrate how you will publicize the school to attract a diverse pool of applicants.

N.E.S. is uniquely situated to effectively market the ROBERT M. HUGHES CHARTER SCHOOL through its vast network and long standing affiliations with other education and health and human service agencies. The marketing and recruitment plan will include:

1. Preparation and distribution of a newsletter to all N.E.S. affiliations and members of the education and human service community.
2. Participation in radio and television talk shows.
3. Public service announcements on radio stations.
4. Announcements, flyers, and newsletter distribution at churches, grocery stores, physician and dentist offices, and laundromats.
5. Hosting of informational sessions throughout Springfield.

B. What type of outreach will be made to potential students and their families?

We will provide outreach to potential students and their families as an integral part of the marketing plan. Outreach will also be made through teachers and counselors in the Springfield School Department, child care centers and social service agencies.

C. Describe efforts to recruit students without parents to advocate on their behalf.

We will reach children without parents through the Department of Social Services and other child advocacy agencies, groups or organizations.

Q.7. ADMISSION POLICY:

A. Describe the admission methods and standards you will use to select students.

The ROBERT M. HUGHES CHARTER SCHOOL, is a public school which is dedicated to providing a non-discriminatory, challenging academic setting in accordance with our mission. Priority for admission to the Robert M. Hughes Charter School will be given to students from Springfield's schools. Students will be eligible for admission is designed to foster the goals and mission of the school and the success of students who would most benefit from the Marva Collins methodology.

Our admission policy and procedure is designed to help parents of prospective students decide whether ROBERT M. HUGHES CHARTER SCHOOL is best for them. An essential criteria for admissions is the family's desire to be involved with the school

and their willingness to participate in the Marva Collins method of education. To aid the parent and child's complete understanding of our school, and the correlation between active parental involvement and the Marva Collins' teaching methodology, the following process will be employed:

- * All parents and children seeking enrollment must visit the school, tour the facility, and meet with the lead teacher, and head of the school to discuss the school, parental involvement, learning expectations, and the teaching methodology. The parent and child will have ample opportunity to describe themselves and their expectations from our school.

- * All prospective students and parents will receive written information about the school, its philosophy, code of conduct, parental involvement, and parent-student-teacher expectation policies, copy of the manual entitled The Marva Collins Method, A Manual For Educating and Motivating Your Child, and the parent and student participation contract.

- * Parents will be given sufficient time, following the above process, to either call or revisit the school to have any questions answered.

- * Once the decision is made to seek admission to ROBERT M. HUGHES CHARTER SCHOOL, the family will participate in an orientation session which will include a final informational meeting, application completion, and contract signing.

B. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery for students both within and outside the district.

A list will be kept of everyone interested in attending ROBERT M. HUGHES CHARTER SCHOOL. Admission to the charter school will be done on a rolling admission plan to obtain a group of families as quickly as possible to begin working on the development of the school prior to school opening in September, 1995. First preference, in accordance with our mission, will be given to Springfield students who have gone through our admission process and who are deemed eligible for admission to ROBERT M. HUGHES CHARTER SCHOOL, and second preference will be given to the siblings of enrolled students. Once the school is at capacity, an admissions lottery will be instituted to accommodate those families who seek the educational model that the ROBERT M. HUGHES CHARTER SCHOOL offers.

1995 Opening

January - February 1995

Family and Community Outreach

March - April 1995	Circulate admissions material Initiate Student Interviews
April - May 1995	Selection of Eligible Students
May - July 1995	Student Selection Continues Lottery Implemented If Necessary

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The admissions policy of the RMH Charter School and the detailed inclusive model that we have adopted, reflect our commitment and determination to ensure a policy of non-discrimination in every phase of our operation.

The RMH Charter School will admit students of any race, color, cultural, and ethnic origin. Each student will have the right to all the activities, programs, and privileges, on a non-discriminatory basis. The RMH Charter School will not discriminate on the basis of race, color, national origin, creed, sex sexual orientation, disability, age, special need, proficiency in English, academic achievement or athletic ability in the administration of its admissions pr educational policies or any other school administered programs.

Q.8. TIMETABLE:

A. Provide a detailed timetable of projected steps and date leading to the opening of a charter school.

The RMH CHARTER SCHOOL plans to formally open its doors in the fall of 1995. However, it is our intention to introduce the Marva Collins method, in July of 1995, to our existing pre-school and kindergarten. Thus, we will have the opportunity to provide additional practical training for some of our teachers in the Marva Collins method, and market the charter school to prospective students and their families.

January - February 1995 - Revise and submit final charter school application. Present final plans for fund raising, staff recruitment, budget and cash flow analysis, admissions procedures, family and community outreach, hiring orientation and training to Board for approval.

February - April 1995 - Current Board and staff training in the Marva Collins method and philosophy. Board and Founding members develop plans for: fund raising, admission procedures, staff recruitment, hiring, orientation, training, family and community outreach, facilities development, and budgeting and cash flow analysis.

March 1995 - Distribute marketing and recruitment materials. Initiate community outreach program, including: community meetings; public service announcements on radio, television and newspaper advertisements; guest on local talk show programs; meet with local colleges regarding student interns and other educational supports; host parent receptions in community rooms of housing developments, at parent/teacher organizations and at other locations throughout the community. Initiate plans for recruitment of administrative and teaching staff.

March - April 1995 - Fund raising, marketing and recruitment of families continues. Initiate marketing and recruitment of staff. Continue with community outreach. Establish admissions committee. Select interim management team. Circulate admissions materials. Initiate student interviews. Contract with teachers for September 1995 school year. Introduce Marva Collins method to prospective staff.

April -May 1995 - Revision of budget. Selection of eligible students for admission in September 1995. Assess transportation requirements. Fund raising continues. Initiate process for Chapter I reimbursement, school food service reimbursement and liaison with local school district. Schedule additional teacher training in Marva Collins method.

May - June 1996 - Recruit additional students and staff if needed; renovate classroom space if needed; admit students and complete admission process; finalize school calendar, ongoing fund raising; and continue monthly meetings. Determine start date for administrators, support staff and teachers. Annual Board election and advisory council selection. Finalize transportation schedule if necessary. Order classroom supplies and equipment. Teacher and staff training continues.

June -July 1995 - Initiate hiring plans for teaching staff. Continue monthly community outreach, fund raising, and marketing. Initiate Marva Collins method in current pre-school and kindergarten.

July - August 1995 - Set up of administrative and classroom space. Installation of computer systems, telephones, copying machines, fax machines, etc. Home visits to incoming students, student and family orientation to facility. Teacher and staff training continues.

September 1995 - ROBERT M. HUGHES CHARTER SCHOOL OPENS.

Q.9. EVIDENCE OF SUPPORT:

A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.

Northern Educational Services, Inc., has provided educational, cultural enrichment, day care and after school programs in the city of Springfield for more than thirty years. We have provided substance abuse education, prevention, intervention, treatment and support, services for more than twenty years.

Additionally, during the past ten years we have added pregnant and parenting support programs for teens and adults, in collaboration with the Martin Luther King Community Center, the Springfield Infant Mortality and Teen Pregnancy Coalition, and the city Public Health Department, HIV/AIDS prevention, education, including peer education, counseling, testing, support and housing. During this time, we have had the opportunity to work with a broad based group of organizations, institutions and individuals.

We have collaborated with the Family Planning Council, and the Gandara Mental Health Center, to provide community wide HIV/AIDS education and prevention. We have collaborated with the River Valley Counseling Center, Baystate Medical Center and Gandara Mental Health Center to provide HIV/AIDS case management and support services. We collaborate with Hampshire College in providing academic experiences for middle school youngsters through a summer math and science academy and school vacation environmental programs. In addition, we co-sponsored a summer basketball/SAT camp with Hampshire College to improve SAT scores for junior and senior athletes in city high schools. Currently we work in partnership with Hampshire College and the Learning Tree, with the Baldwin Scholars program, which provides post secondary and baccalaureate educational opportunities for young men and women from Springfield who have participated in N.E.S. and Learning Tree programs.

We collaborate with the Black Men of Greater Springfield, a group dedicated to providing opportunities for youngsters in Springfield's inner city. We work with the Springfield school department, the Mass. Prevention Center and the Governor's Alliance Against Drugs to provide substance abuse and HIV/AIDS education and prevention in the schools and in the community. We provide substance prevention using "golf" as a tool for learning discipline, respect for person and property and developing self esteem, at three community centers and four city elementary and middle schools.

Parents and other consumers are involved in activities and many have become both board and staff members of our organization. We have always practiced the inclusive model, because we firmly believe that "it takes a village to raise a child".

B. In tangible terms, such as survey or letters of support demonstrate this community support among teachers, parent students, community leaders and others.

Letters of support received thus far are located in *Appendix V*. Those letters come from university heads, community leaders, parents, and others, thus evidencing the communities belief that the ROBERT M. HUGHES CHARTER SCHOOL, is a welcome alternative to what currently exists in Springfield.

Q10. EDUCATIONAL PROGRAM:

A. Describe the educational program of the school, providing a detailed overview of curriculum objectives and content in the main subject areas.

The RMH charter school's education program comprise a four-phase cyclical and overlapping process:

- Phase I - Initial Assessment and Orientation
- Phase II - Planning, Design and Development
- Phase III - Education Delivery
- Phase IV - Evaluation and Adjustments

In Phase I - Initial Assessment and Orientation students are assessed both individually and in the aggregate individual assessment form the basis for the establishment of Individual Student Learning Plans (ISLP) and a Parent Participation Contract (PPC). From the ISLP's the curriculum outlined below will be tailored learning experiences in each subject area to meet the specific needs of our student population. The PPC's, in the aggregate, will provide information from which the school planning and management team will design strategies for optimizing parent and community involvement.

FIRST GRADE CURRICULUM

Mathematics

Numbers and Numerals
Measurement
Fractions

Social Studies

Community Study
National Study

Science

Astronomy
Animals
Plants
Forces

Language Arts

Phonics and Word Study
Reading
Listening & Oral Skills
Categorizing & Alphabetizing
Writing Skills

Health and Safety

Care of the Body
Safety
Communicable Diseases

SECOND GRADE CURRICULUM

Mathematics

Numbers and Numerals

Measurements

Fractions

Geometry

Geometry

Language Arts

Reading

English, Word Study & Phonics

Listening

Writing

Dictionary Skills

Science

Animals

How Plants & Animals Get Food

Mammals & Reptiles

Seasons

Astronomy

Famous People in Science

Health and Safety

Four Basic Food Groups

Dental & Personal Hygiene

THIRD GRADE CURRICULUM

Mathematics

Numbers and Numerals

Fractions

Geometry

Language Arts

Reading

English, Word Study & Phonics

Listening & Oral Skills

Writing

Science

Plant & Animal Kingdom

Social Studies

Shelters for Animals & People

History of Springfield

How the City Works

Written Report About the City

Indians in America

American Explorers

Astronomy

Heredity

Introduction of Life

The Digestive System

Chemistry

Health and Safety

Food

Dental Hygiene

Personal Hygiene

Refraining from Drug Use

How to Keep the Body Strong

Social Studies

American Pioneers

Sources of Our Food

Clothing and Shelter

Study of Some Great Americans

Holidays and Folk Customs

Use of Flat Maps and Globes

FOURTH GRADE CURRICULUM

Mathematics

Numbers and Numerals

Measurement

Geometry

Language Arts

Comprehension

Reading

Writing

Fractions

Listening Skills

Social Studies

Government - Local/State

National Government

Communication

Organizations

FIFTH GRADE CURRICULUM

Mathematics

Whole Numbers and Numerals

Fractions

Measurement (Metric Included)

Geometry

Business Math

Science

Weekly Reports

How Living Things Adapt Themselves

Time and Seasons

Bacteria and Mold

Space Exploration

Sea Life

Report on Darwin's Theory

Language Arts

Etymology of Words

Annual Report

Daily Oral Reading, Writing & Listening

Social Studies

Fundamental Map & Globe Skills

Exploration & Discovery

The United States of America

Understanding Canadian Culture

Understanding the Culture of the People in the World

Life & Survival in the Seven Continents

Fundamental Map & Globe Skills

Weekly Self-Selected Research

B. What teaching methods will be used? How will this pedagogy enhance student learning?

Holistic teaching is part of every grade level. Teachers look for every learning opportunity in every lesson. Our charter school will employ interdisciplinary competency-based teaching method modeled on the methods promoted by Marva Collins and employed by the Westside Preparatory School in Chicago, Illinois.

Holistic teaching methods address the whole being of each student through the establishment of education objectives and corresponding learning experiences in each domain of learning. Holistic teaching means that all major subjects areas are connected through the careful selection of learning experiences which multiple skills are required and can be observed or measured. For example, reading, writing, mathematics, science, oral presentation, and health competencies may be demonstrated through a given learning experience. This multidisciplinary interconnected approach to teaching and learning captures the imaginations of students, teachers and parents. The concept goes beyond the traditional linear model

of compartmentalization of education. The effort is to produce a seamless system of learning.

C. Describe the school calendar and hours of operation of the school.

Our school yearly calendar will coincide with that of the Springfield School Department; as will its hours of operation. Our charter school will provide before and after school day care hours; 7:00AM to 8:30AM and 3:00PM to 5:30PM.

Q 11. STUDENT PERFORMANCE

.A. Describe your proposed plan to assess student performance

The competencies associated with the Massachusetts Common Core of Learning correlated with the academic and social skills represented in our curriculum will form the basis of our schools core competencies for each grade level. The list of core competencies describe what students must know and be able to do. Student performance will be measured on an on-going basis. Since M.G.L.c 71 s. 89 requires that charter school students "meet the same performance standards, testing and portfolio requirements set by the board of education for students in other public schools", we will participate in the following programs administered by the board of education:

1. Massachusetts Educational Assessment Program (MEAP) and
2. Massachusetts Basic Skills Testing Program

We will augment standardized testing with portfolio assessment. The following description of portfolio were taken from Project Zero, Harvard University. A portfolio is a record of learning that focuses on students work and their reflections on that work. Throughout the school year students collect all the work they do and, as work accumulates, they organize it into the format we call a portfolio. They select the pieces that represent a accomplishments in different styles of work; they look for pieces that demonstrate mastery of specific skills and the select pieces that reflect moments of significant development:

PORTFOLIO CONTENTS

1. Projects and their artifacts
2. Written work
3. Videotapes
4. Audio Tapes
5. Graphs, Charts and diagrams
6. Rough drafts and finished products
7. Learning logs, journals and reflections
8. A biography of the work
9. Teachers notes
10. Peer Assessments
11. Measures of achievement

How is the material organized?

1. Date each entry
2. Identify who selected each item and why
3. Add a list of assignments from which selections were drawn
4. Create a cover sheet for each major work
5. Add a table of contents

Isn't this a lot more work for the teacher? Yes, so the load must be shared.

1. Students will organize their portfolios with periodic review by the teacher.
2. Students will present their work to one another.
3. Visitors to the class and parent volunteers will review portfolio materials with students.
4. Portfolios will be used as an opportunity for teaching, learning, reflection and assessment.

B. What remediation will be available for underperforming students?

Remediation techniques are built into the curriculum. Teachers, staff, parents and volunteers will be available to provide tutoring and academic assistance for underperforming students continuous assessment, planning, education delivery, and evaluation will result in the establishment of ISLP's which goes beyond the standard for a students grade level in traditional Springfield Public School. Particular attention will be given to underperforming students. The Academic Quality Assurance Team (AQAT) comprised of multidisciplinary staff members will review the status of underperforming students together with other academic quality issues on a monthly basis.

C. How will student development towards the school's stated learning objectives be measured?

As described in A above, the "Core Competencies" together with Student Portfolios teacher made tests, stated behavior and performance expectations will be employed as the standards against which students performance will be measured. Teachers will prepare daily lesson plans which reflect particular learning experiences associated with the achievement of the unit objectives and integrated with our school's overarching education.

Q12. ACCOUNTABILITY:

A. What methods of self assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives.

The NES board of directors in conjunction with the school advisory council, The NES executive director, and the RMH charter school administrator will form a sub-committee for the purpose of establishing and monitoring accountability and quality standards. This committee will comprise a cross-section of the board of trustees, and include teachers, parents, and administrators. This committee, the "Accountability and Quality Assurance" (AQA) committee will concern itself with the schools compliance with various state, local, and federal guidelines and mandates. Each year this committee will conduct a self study instrument designed to comprehensively guide the study process the areas associated with the school mission, goals, objectives, fiduciary requirements, and "duty of care". The AQA committee will operate in conjunction with the AQAT committee to insure accountability in both academic and administrative functions.

B. How will teachers and administrators be evaluated? Describe your standards for teachers, and staff performance.

An annual performance evaluation process will be required for teachers, staff and administrators. Performance evaluations will be guided by an orderly process for determining individual performance standards and the extent that individual performance meet the performance requirements for the position in which the individual occupy. The following will provide an outline for teacher competencies:

COMPETENCIES OF TEACHERS

Given the need for time at the beginning of the school year to learn about a new culture and students, formal evaluation of competence probably should begin until after the middle of the first year.

1. Plan lessons that enable students to relate new learning to prior understanding and experiences.
2. Develop rapport and person interactions with students.
3. Establish and maintain rules and routines that are fair and appropriate to students.
4. Arrange the physical and social condition in the classroom in ways that are conducive to learning and that fit the academic task.
5. Represent and present subject matter in ways that enable students to relate new learning to prior understanding and that help students to develop metacognitive strategies.
6. Assess student learning using a variety of measurement tools and adapt instruction according to the results; and
7. Reflect on their own actions and students responses in order to improve teaching.

In addition teachers are responsible for:

1. Knowledge of the subject matter they will teach.
2. The disposition to find out about their students and school, and the analytic skills to do so.
3. Knowledge of strategies, techniques and tools for creating and sustaining a learning community, and the skills and abilities to employ those strategies, techniques and tools.
4. Knowledge of pedagogy appropriate for the content area they will teach, and
5. The disposition to reflect on their own actions and students responses in order to improve their teaching and the strategies and tools for doing so.

TEACHING TASK DOMAINS

I. Proactive Tasks

Comprehend content and material
 Critique content materials, and teaching methods
 Adapt content, plans and materials
 Prepare plans materials, and physical space

II. Interactive Tasks

Implement and adjust plans during instruction
 Organize and monitor students, time, and materials during instructions
 Evaluate student learning

Q.13. HUMAN RESOURCE INFORMATION:

A. Describe the standards to be used in the hiring process including teacher certification requirements or any other professional credentials.

The school administrator /assistant executive director for education will be hired by the executive director of N.E.S. In addition to the executive director, the interview committee for final candidates will include two N.E.S. board members, the assistant executive director for programs and the assistant executive director of finance, two students, and two parents. Teachers and staff, starting in 1995, will be hired by the school administrator/assistant executive director for education., the assistant executive director for programs with input from the school advisory council and approval by the N.E.S. executive director. The RMH Charter School will abide by N.E.S. personnel policies and procedures which require that executive director grant final approval for all hiring recommendations.

Teachers, and other staff will be recruited through advertising in local newspapers, regional and national education publications, through community organizations, and direct recruitment from colleges and universities.

Generally, full time teachers will be required to hold teacher certifications in elementary education. Teachers certified in special education and bilingual education will be recruited as needed. The N.E.S. kindergarten teachers currently meet Office for Children certification standards. Out of state certifications will be accepted depending upon the experience of the applicant. Innate abilities or experience in a particular subject matter, along with elementary school teaching experience, may be substituted for certification. N.E.S. currently employs family advocates, counselors, and social workers, who will work closely with school staff. All staff will be oriented and trained in the Marva Collins philosophy, mission, and methods.

B. What is the targeted staff size and teacher/student ratio?

The student teacher ratio in the classroom at any given time will range from 1.5:15 to 1.5:20 depending upon the activity, class, and student population.

C. What professional development opportunities will be available to teachers and other staff?

Teachers will be evaluated annually, and will participate in the development of the evaluation tool. Positive evaluations will be linked to student performance based on individual education plans, developed with the student and his/her parent(s)/guardian/family. Employees of the RMH Charter School will abide by the personnel policies of N.E.S., Inc. It is understood, however, that there may be

variables in school employment that should carefully defined and delineated in the personnel policies. Therefore, the N.E.S. personnel policies will be revised to accommodate additional school employees in 1995.

D. Describe your human resource policies governing: salaries contracts, hiring and dismissal, benefit packages.

Personnel policy of N.E.S. is included in Appendix IV and includes information regarding hiring, termination, salaries, benefits, grievance procedures, etc.

Q.14. GOVERNANCE:

A. Describe the internal form of management to be implemented at your school, including any plans to contract with an outside group to manage the school.

The RMH Charter School will employ a participatory form of management. Whereas, the school administrator will be responsible for the overall day to day management and administrative decision making. Staff and faculty members will be involved in precedent setting, management decisions, policy and procedural changes. Our form of management will reflect our philosophy concerning how people learn, grow, and develop. The N.E.S. executive director will serve as the chief executive officer and as such, will supervise the school administrator. There are no plans to contract an outside group to manage the school.

B. How will the board of trustees be chosen?

The Robert M. Hughes Charter School will be under the corporate umbrella of Northern Educational Service, Inc.. Initially, we planned to develop a separate board of trustees but, after consultation with our attorney, it was decided to operate the charter school under our corporate umbrella.

To this end, when granted a charter, N.E.S. will establish a position for Assistant Executive Director for Education (School Administrator). This person will be supervised by the Executive Director of N.E.S.. We will also establish a school council that will provide a strong advisory role to the school administrator.

The founding Coalition will elect members to the school advisory council. This council will elect two representatives to the N.E.S. board of directors.

C. Describe the roles and responsibilities of the board.

The role of the N.E.S. Board of Directors:

- * Approve the School Budget
- * Approve Strategic Plan
- * Approve Annual Goals and Objectives/School Improvement Plan
- * Integrate Charter School Regulations into current By-Laws and Personnel Policies and Procedures

D. Describe the relationship of the board to teachers and administrators.

The role of the N.E.S. Executive Director:

- * Supervise School Administrator
- * Supervise preparation of budget
- * Raise additional funds for the school
- * Provide administrative services (human resources, payroll, finance)
- * Approve hiring recommendations from Principal
- * Approve hiring of School Administrator

The role of the School Administrator:

- * Provide vision and leadership at the school site
- * Organize and manage the school council
- * Supervise teachers and staff at the school site
- * Oversee all programming, curriculum development, and special projects
- * Develops admission criteria in conjunction with N.E.S. executive director, board and school council.
- * Recruit and hire staff (with support from N.E.S.)
- * Participate as a member of the senior management team at N.E.S.

E. Discuss the nature of parental and student involvement in decision-making matters.

The role of School Council:

The School Council will be made up of the school administrators, teachers, parents, professional educators and community residents.

- * Advises the principal on the recruitment and hiring of staff
- * Develops the Strategic Plan & Goals and Objectives for the school
- * Monitors progress of the school in meeting goals and objectives

- * Organizes school wide events
- * Develops and approves new programming ideas
- * Conducts grassroots fund raising efforts
- * Advises in the selection of a Principal
- * Advises principal and Board on Admission Criteria

In order for the school council to fulfill its role, members must participate in school council training and development programs. These sessions will include group skills training and technical training in areas of education, child development and community organizing

Q.15. SCHOOL COMMUNITY:

A. What type of community environment do you hope to foster at your school?

We will foster a motivating educational environment at the RMH charter school. A motivating environment is one where students, staff, and teachers are able to work and study free of fear, intimidation, and hostility. There will be explicit policies and behavioral expectations with regard to harassment of any type. We will promote the value of the individual as well as group differences by establishing an atmosphere characterized by warmth, caring, and understanding.

B. Describe the nature and extent of parent involvement in the life of the school.

Parents will serve on the school advisory council and through that service have the opportunity to be elected to the N.E.S. board of directors. Parents will be actively encouraged to take part in the learning environment by recognizing all parents want their children to succeed in learning. N.E.S. has a track record of involving parents and consumers in the planning, development, and implementation of various educational, and cultural activities in the community. It is that expertise that we will use to ensure full parental involvement in the RMH charter school. It is to be noted that the targeted population of students for Marva Collins Learning Center are students who learn best when they know that the people who are doing the teaching, not only know the subject matter but know the child and care for that child. Our own experience teaches us that children learn best when they know that they are cared about by their teachers.

C. Describe the relationship of your school to the surrounding community, and vice versa.

The ability to fully integrate parents into the life of it's organization and vice versa is a hall mark of N.E.S.' thirty years of community service in the greater

Springfield area. N.E.S. is well represented on the various boards of the major community health and human service providers, as well as community wide foundations such as the United Way.

Q.16. REPLICABILITY AND DISTRICT RELATIONS:

A. How will your charter school offer replicable educational models to the schools in the surrounding districts?

Built into the RMH charter school's standard of practice are explicit requirements for compliance and documentation. We will work with Hampshire College, and Springfield College in conjunction with Marva Collins to develop an evaluation tool to ensure that the model is objectively evaluated and can be replicable in other schools. When specific interventions are employed to address a specific situation, we will document the intervention and the outcome. We will document all initial and on going in service staff and teacher training. We will work in conjunction with Marva Collins to foster team building and orientation sessions with parents and the school community. We will make available on a regular basis updates and briefings about our educational purpose and process to surrounding school districts. Special emphasis will be given to the Springfield school district as that student population will mirror that of our student population.

B. If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.

We will offer training programs in cultural competencies for the staff and parents. We hope to both influence the level of cultural competence in teachers in Springfield and surrounding school districts as well as generate additional revenue through sharing our training expertise.

C. What efforts, if any, have you made to build rapport with the district(s) from which your charter school would draw students?

N.E.S. has a long affiliation with the Springfield School Department. Superintendent Negroni is nationally recognized as an innovative and progressive educational leader. We expect, in the near future, to make a formal presentation about our charter school plans to Dr. Negroni's executive staff and the Springfield School Committee. See letter of support in *Appendix V*.

Q.17. BUILDING OPTIONS:**A. Describe your present options for a school building.**

Please see the appended schematic design for the renovation of an existing building that may serve as the site of our charter school. This design was original prepared as proposed site for the N.E.S. corporate office. Currently, this design represents the most suitable site for the charter school, and if it must be used, the design will be modified to reflect a school floor plan.

However, we are exploring the possibility of leasing a building or buildings on the campus of a private school, to house the Robert M. Hughes Charter School. The Springfield site under consideration not only suits our needs and our focus, it has the potential to enhance our marketability and as well as provide our student population, staff, and parents, the opportunity to interact with people from different states and world cultures.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school, including any plans to renovate and bring facility to compliance with all applicable school building codes.

The currently identified site will be renovated to comply with all applicable school building codes and Massachusetts General Laws. The proposed site is accessible to public transportation and is adjacent to a number of health and human service providers. Situated in the heart of the community, the site will be accessible to individuals with disabilities, have adequate parking, and represents a favorable lease arrangement.

C. Discuss any progress or future plans for acquisition of a school building.

Part of our strategic plan will be specific processes for the acquisition or construction of a permanent charter school building. It is anticipated that the acquisition of a permanent site requires a three to five year capital planning effort. Meanwhile, either of the currently identified sites will adequately meet our space needs.

Q.18. CODE OF CONDUCT:**A. Discuss any rules or guidelines governing student behavior.**

Rules and/or guidelines governing student behavior at the RMH Charter School will be based upon the laws of Massachusetts and the philosophy of the Marva Collins Learning Center. The discipline philosophy of Marva Collins and code of conduct and guiding principles of the RMH Charter School provide that:

1. Discipline will cease to be a problem when the academic situation in schools begins to challenge the children rather than bore them.
2. Discipline can be taught through ethics, morality, and philosophy.
3. When discipline problems occur, a visit should be made to the homes of the student to remind parents that a record is being developed that can mar the child's future success.
4. Passing students along only creates disgruntled and angry people that end up on relief rolls or in incarceration centers.
5. Every student, parent and teacher has the right to be treated with respect at all times.
6. Every individual in the RMH Charter School has a right to be in an educational environment free from the threat of physical or mental harm.
7. Every RMH Charter School student, parent, teacher and administrator has a personal responsibility to contribute to a Code of Conduct based on the foregoing principles.

The code of conduct document will be the product of an all inclusive process that will include the students, parents, teachers and administrators. Standards for the code of conduct will include respect, responsibility, honesty, self control, conflict resolution, problem solving, and fairness. All areas of school life will be subject to code of conduct.

B. Describe your school's policies regarding student expulsion and suspension.

We are confident of not having a need to expel students if the above guiding principles and philosophy are followed and the code of conduct is developed in accordance with the philosophy and standards as outlined.

Q.19. SPECIAL NEEDS & BILINGUAL STUDENTS:

A. Describe how your school will accommodate special needs students.

N.E.S. is committed to admitting students who are motivated to learn and to serve. We are committed to serving students who have special educational needs. We know all too well that many students are referred to or labeled as special education students because of an inadequate school or classroom. We expect our teachers and our school to have few special needs referrals because our teachers will be willing to have and capable of teaching, so-called special needs students in their classrooms; we will have smaller classes; we will have a curriculum that will not bore the students; and we will be able to accommodate the different learning styles of the students.

B. Describe how your school will accommodate bilingual students.

We will ensure that our bilingual students will become fully fluent, literate and competent in English and their native language. We will accomplish this through the establishment of negotiations with the public school systems from which the students enter RMH Charter School to share appropriate resources.

Q.20. FUNDING:

See Appendix IX.

Q.21. TRANSPORTATION:

See letter of support in *Appendix V*, from Dr. Peter Negroni, Superintendent Springfield Public Schools. We will be working with Dr. Negroni to negotiate transportation and other ancillary services.

Q.22. LIABILITY INSURANCE:

See letter from Insurance Broker in *Appendix V* containing corporate documents.

Q.23. GOVERNANCE DOCUMENTS

See *Appendix V* containing corporate documents. When charter is granted, N.E.S., Inc., will amend it's By-laws to include relevant charter school regulations.

APPENDIX I

- *An Anthology of teaching ideas
- *Jingles and Mnemonies-The Marva N. Collins Way
- *Reading List for children ages four, five and six years old-Marva N. Collins
- *Developing effective reading materials that promote high interest for all students-Marva N. Collins

APPENDIX II

- *Ten steps toward better disciplined classrooms
- *Positive responses for discipline problems and general classroom control
- *A Child's plea
- *The ways of the creator and the second hander.
- *The Dropout by Marva N. Collins

APPENDIX III

- *21 memos from your child
- *A teacher-poem by Marva N. Collins
- *The principles of good teaching

APPENDIX IV

- *Tax certification documents
- *Corporate certificate
- *SOMWBA Certification
- *Listing of NES Programs & Services
- *Organizational Chart
- *Board of Directors
- *Facility Floor Plan
- *Personnel Policies

APPENDIX V

- *Letters of Support

APPENDIX VI

- *Using Plato's Republic to teach leadership and analytical skills
- *Teaching Antigone to students ages six to twelve
- *Teaching Shakespeare's MacBeth (grades three, four & five)

APPENDIX VII

- *Newspaper Articles

APPENDIX VIII

- *Excellence the Marva Collins Way-A collection of poetry
- *Proverbs the Marva N. Collins Way
- *Teaching the song of Roland-Marva N. Collins

APPENDIX IX

- *Budget

appendix.

APPENDIX I

An

ANTHOLOGY

by Marva N. Collins

of

Teaching Ideas

An Anthology
of Teaching Ideas

Introduction

Welcome to an exciting package of teaching ideas, lesson plans, and story listings. This package was compiled by Mrs. Marva N. Collins and is used in her own school. You will find that this anthology has been divided into four basic sections: Ideas for Kindergarten through Second grades, Greek Mythology, Math Ideas, and miscellaneous.

Basically all of the suggestions given can be used for any grade. It is left to you the teacher to use your own best judgement as to how to modify the plans for your unique classroom.

You may be amazed at some of the skills and vocabulary you see used here. But remember, children can learn much more than you imagine if you maintain high expectations for them. You the teacher must learn first and then your children will learn from you. Enjoy this anthology and add your own lessons to it.

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GRADES KINDERGARTEN - SECOND

Listening and Teaching from Nursery Rhymes

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

1. How many people went up the hill? 2
2. What were their names? Jack and Jill
3. What word means to get or obtain? fetch
4. Do we use the word fetch today?
5. In what did they put the water? a pail
6. How do you know? The poem tells me so on line 2.
7. Who fell down first? Jack
8. What word means rolling? tumbling

Spelling and Seat work

Jack	Jill	hill	fetch
water	tumbling	after	

Complete the sentences:

1. Jack and _____ went _____ the _____ to get a _____ of _____.
2. _____ fell _____ and broke his _____ and _____ came _____ after.

Teaching punctuation and proofreading from blackboard until children learn the skill.

1. jack end jille wente Upe teh heal
2. jack felle downe
3. jill caem tumelin aeftr

STEP THE WORDS

<u>Tum</u>	<u>af</u>	<u>wa</u>
bling	ter	ter

Play blackboard game, "Give Me a Vowel"

Child must say, "I'll take an *a*, I'll take an *i*, an *e* for went, a *u* for up.
They continue until they finish all the sentences from *Jack and Jill*.

Have children write letters to Jack and Jill and illustrate letters. Put a sample letter on the blackboard. You have now given them enough exercises to avoid spelling errors.



Listening and Comprehension Skills

Little Boy Blue
 Come blow your horn.
 The sheep are in the meadow,
 The cows are in the corn.
 Where's the little boy,
 Who looks after the sheep?
 He's under the haystack,
 Fast asleep.

1. What is the boy's name? Little Boy Blue
2. Why do we use a capital "L", capital "B" and capital "B" in the first line? They are someone's name.
3. What does Blue blow? A horn.
4. How do you know? Line two tells me so.
5. Where are the cows? In the corn.
6. Why aren't the sheep in the corn? Sheep do not eat corn.
7. Where are the sheep? In the meadow.
8. How many sheep are there? How do you know? Here you can develop the concept of singular or plural.
9. Is Blue dependable? Why or why not?
10. Where is Blue? Blue is under the haystack.
11. What is Blue doing? Blue is fast asleep.
12. Do we sleep while we work? Talk about good work habits.
13. Why do you think the boy is called Blue?
14. Discuss homonyms. blew-blue Use orally in sentences.

Spelling and Seat Work from Little Boy Blue

Little Boy Blue	cows	sheep
corn	meadow	haystack
asleep		

Complete the Sentences:

1. _____ come blow your horn.
2. The sheep are _____.
3. The cows are in _____.
4. Little Boy Blue _____ fast asleep.

Teach Punctuation and Proofreading from the Blackboard

1. little boy blew come bowl your hone
2. the cows is in teh cone
3. wheres teh letl buoy who looks aeftr teh shep



Step the Words

lit
tle

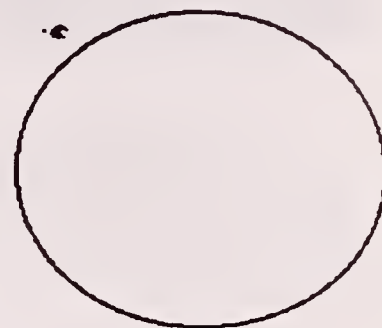
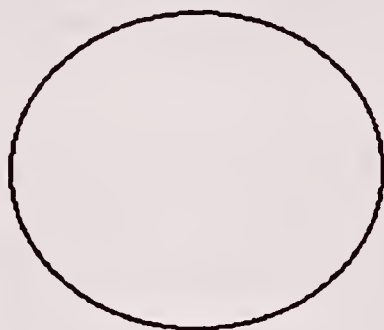
hay
stack

mea
dow

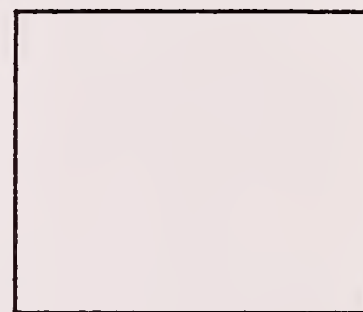
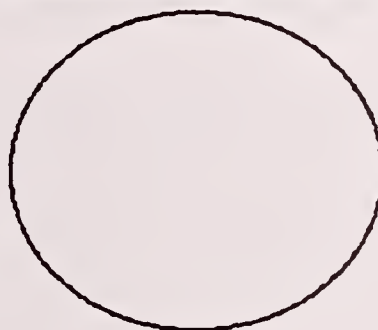
a
sleep

Have one child interview Blue as to why he was not watching the sheep.

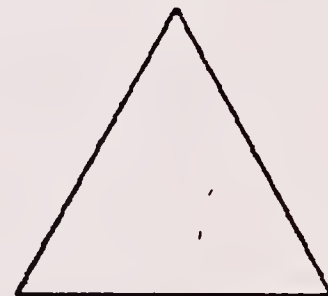
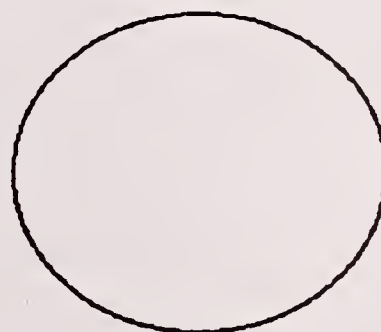
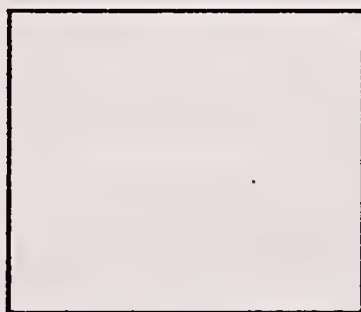
Have an anchor person do the news of the day's events involving the sheep, the cows, and Farmer Jones' loss over Boy Blue's laziness.



1.



2.



3.

Directions for Listening and Thinking Skills

Each child is given the figures above on a xeroxed sheet. The teacher reads the directions, the **children listen** and **follow the directions**.

1. If Boy Blue's name was Boy Red, write the sum of two plus one in the first figure, which is a triangle on line two. If Boy Blue wore blue, write yes in figure one on line one.

2. If Boy Blue fell asleep, write your name three times under the third figure on line three. If Boy Blue did not fall asleep, write the other word that also says blue, but is not a color, under the third figure on line three.



3. If the cows are in the meadow, write the boy's last name in the first figure, which is a square on line 3. If the cows are **not** in the meadow, write the sum of one plus two over the last figure on line three, which is a triangle.

*As with any exercise, consistency and close teacher observation is a must at first until students perceive the idea.

The geometric figures can be used with Math, Algebra, Science, Literature or any subject. Here, the entire group must listen. This alleviates discipline problems, and creates thinkers. It does however require an **active** not a **passive** teacher.

TEACHING MORAL AND THINKING SKILLS WITH THE FAIRY TALES:

Jack and The Bean Stalk

1. First of all, we can't plant a seed overnight, and have it grow overnight.
2. Was it right to kill the giant because it was evil?
3. Do we commit wrong against someone who has wronged us?

Developing Characterization:

Jack was: courageous, determined

The Giant was: evil, a thief, large, obese, had a voracious appetite, loved money and things.

Goldilocks and the Three Bears

1. Why we have "three" in stories
 - a. the id
 - b. the ego
 - c. the super-ego
2. Why was Goldilocks allowed to travel away from home alone?
3. Where were her parents?
4. Did the parents search for Goldilocks?
5. Why did the bears leave the door open?
6. Do we just walk into people's homes and eat their food?
7. What kind of little girl was Goldilocks?
8. What do you think her parents said to her (Goldilocks) when she returned home.
9. Recreate a conversation between the three bears after Goldilocks escaped, regarding Goldilock's destruction.
11. Have the children dramatize *Goldilocks and the Three Bears* where the story line is changed to Goldilocks going for a walk alone, and meets the three bears. Mother Bear begins to ask in a motherly voice, "Child, why are you out here alone?" Baby Bear says, "Please Mom, can she come home and play with me?" Develop dialogue from this point, varying the traditional story.



GREEK MYTHOLOGY

Read Prometheus and Epimetheus. Pandora.

Compare the Greek version with Genesis.

Compare Pandora to Eve.

Make a written list of famous couples:

Adam and Eve; Prometheus and Pandora; Napoleon and Josephine; Prometheus and Pandora; Macbeth and Lady Macbeth; Romeo and Juliet; Baucis and Philemon; Samson and Delilah; Anthony and Cleopatra; Julius Caesar and Cleopatra; Medea and Jason; Troilus and Cressida; Joseph and Mary; Jack and Jill; etc.

Have students write letters to their favorite couple. Assign homework research on other famous couples. Why are they famous? Assign famous couples' names for spelling. Read Orpheus and Eurydice. Compare Lot and his wife (Bible). Have one person interview Orpheus after his departure from Hades.

ETYMOLOGY

Have children find Greek words that are still used today. Learn from where/whom they originated. e.g.

Siren - from the Greek Sirens, who are very loud.

Echo - from the Greek Goddess, Echo.

Hectorian - from Hector of the Iliad.

Cereal - from Ceres, Goddess of grain.

Bacchanalian - intoxicated or drunk from the Greek god Bacchus, god of wine.

Terpsichorean - a fine performer or dancer from Terpsichore.

Muse - from the nine Muses meaning to think, study or as in museum meaning study of mankind.

Have the students memorize the nine muses:

- | | | |
|----|-----------------------------------|---------------------------|
| 1. | Terpsichore - Goddess of dance. | (symbol: laurel wreath). |
| 2. | Erato - Muse of love and poetry. | (symbol: the lyre). |
| 3. | Calliope - Muse of heroic poetry. | (symbol: the magic harp). |
| 4. | Melpomene - Muse of tragedy. | (symbol: the magic mask). |
| 5. | Clio - Muse of History. | (symbol: laurel wreath). |
| 6. | Urania - Muse of astronomy. | (symbol: the compass). |
| 7. | Polyhymnia - muse of sacred song. | (symbol: the veil). |
| 8. | Thalia - muse of comedy. | (symbol: a staff). |
| 9. | Euterpe - Muse of lyric poetry. | (symbol: the flute). |

Have your students write their **own** myths.

Dictate 10 sentences, daily, from readings. Then diagram on the blackboard.

Proofreading sessions...

1. jason sot the goldun flees
2. hector was a bully
3. pandora was two qurious



4. Orpheus sad do knot luk bake
5. euridice did Knot obeye

Have a Greek Myth contest. (Divide the class into groups). The teacher begins a statement, students finish it or guess character from the clues given. e.g:

1. In Greek mythology, I was the first woman. I am Pandora
2. I could have escaped Hades, but I looked back. I am Eurydice.
3. I fought in the Trojan War. I am known as a bully. I am Hector.
4. I helped Jason find the Golden Fleece. I am Medea.

VOCABULARY

Develop 20 words from each myth.

Have students dramatize Orpheus and Eurydice. Invite another class.

Have one child do research on Ovid, who wrote *Metamorphoses*. Have that child pretend to be Ovid, and come in to speak to the class. Students should take notes and ask questions.

TEACHING THE EPICS

"*Song of Roland*" (French Epic)

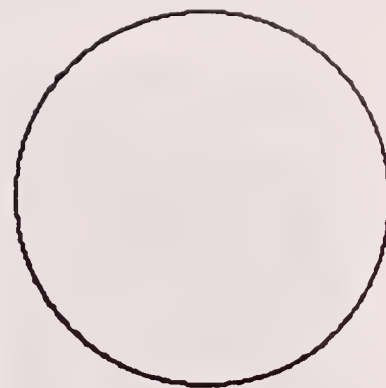
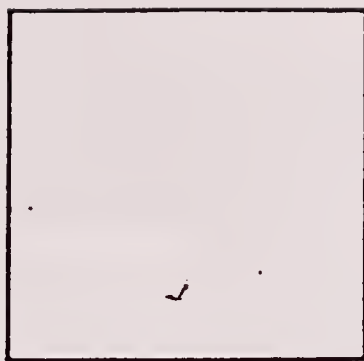
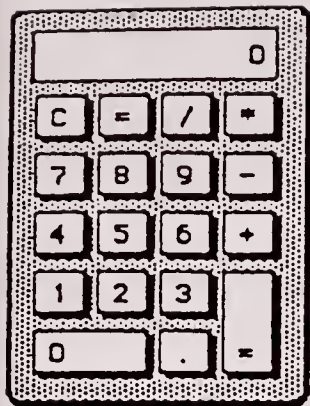
"*Nebulungenlied*" (German Epic) say knee-buh-lung-en-lete

"*El Cid*" (Spanish Epic)

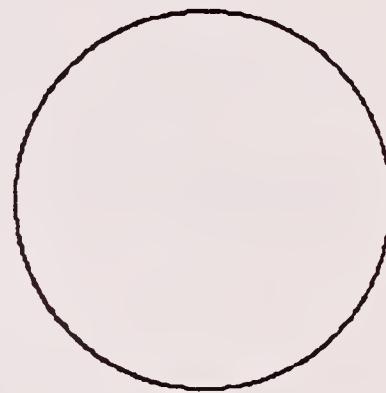
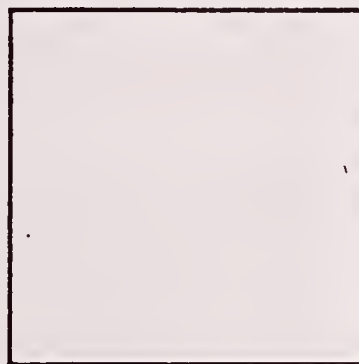
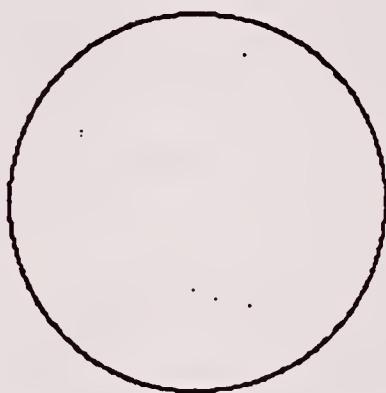
"*The Epic of Gilgamesh*" (Sumerian Epic) 3,000 years old

An epic is a long narrative tale of some heroic deed and it begins where the action has already begun. All epics begin in *Medias Res* in the middle of things. say mee-de-yuhs race (a Latin term)

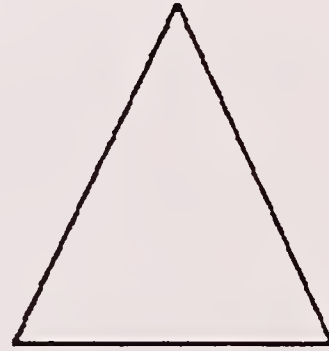
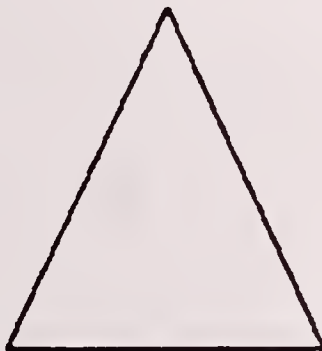
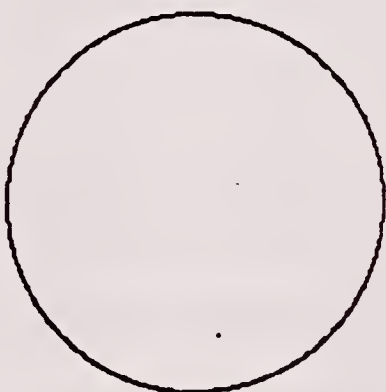
America does not have an epic because we are not an old enough country.



1.



2.



3.

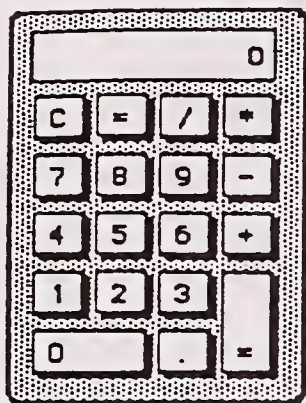
THINKING AND LISTENING SKILLS FOR MATH

Each child is given the figures above on a xeroxed sheet. The teacher reads the directions, the students **listen** and follow directions.

1. If one-fourth plus three-fourths equals two and one-half, then write the author of "*Macbeth*" in the first figure on line one. If seven-fourths plus three-fourths does not equal two and one-half, then write the product of 9×9 over the third figure on line two, which is a **triangle**.

2. If the square root of 81 is seven, then write the sum of eight plus seven, minus one in the first figure on line three. If seven is not the square root of 81, write the sum of seven-eighths plus two-fourths inside the last triangle on line three.

3. If 8 times 8 plus 5 equals 67, write the product of 7 times 7 inside the second figure on line two. If 8 times 8 plus 5 does **not** equal sixty-seven, write the nine Muses inside the second figure on line three.



4. Add the numerals 78, 69, 128, 212. Write the sum, minus 17, over the first figure on line one which is a **square**.
5. Add six and two-eighths plus eight and two-fourths. Write the sum underneath figure 2 on line one, which is a **triangle**.
6. Divide 795 by 3. Write the answer underneath the second figure on line two, which is a **square**.
7. If seven times eight equals 59, write your first name, five times in front of figure two on line two which is a **circle**.

*NOTE: For younger children, use the same geometric figures, but use appropriate Math problems.

Memory Work

- Ask child one: "7 plus 8"
 Ask child two: "Plus 2" (15 plus 2=17)
 Ask child three: "Minus 8" (7)
 Ask child four: "Plus 18" (25)
 Ask child five: "Minus 4" (21)

Do this quickly. If a student is not fast enough, continue the rapidity. This promotes agile thinkers and promotes good discipline, for correct answers depend on rapid thinkers and good discipline.

This same approach can be used for any subject.

- Ask child **one**: "What are the seven continents?"
 Ask child **two**: "Can you repeat the continents in the same order. Then include the five Great Lakes."
 Ask child **three**: "Repeat the order of the continents, Great Lakes and name five states in our country."

A lack of memory work is why students do so poorly on tests and on general tasks. Have a student repeat a litany of numbers such as:
 7, 8, 9, 12, 18, 24

Ask another student to repeat the same numbers backwards. If we want well-disciplined classrooms we must give children a reason to listen rather than be authoritative. "Be quiet" usually falls on deaf ears.

Continue the pattern:

- 1) 6, 12, 18, 24, _____, _____, _____.
- 2) 7, 14, 21, 28, _____, _____, _____.
- 3) 2, 4, 6, 7, 9, 10, 12, 14, 15, 17, _____, _____.
- 4) 4, 2, 8, 3, 2, 6, 7, 2, 14, _____, _____.
- 5) 9×9 , 8×8 , 7×7 , 6×6 , _____, _____, _____.
- 6) 3×3 , $2 + 7$, $7 + 2$, _____, _____, _____.



Teaching the Moral of Kindness/The Value of a Good Heart

Poems

Keeping His Word by Henry W. Longfellow

House by the Side of the Road by Sam Walter Foss

Kind Hearts

Stories

The Ugly Duckling by Hans Christian Anderson

The Selfish Giant by Oscar Wilde

Damon and Pythias

Book

Silas Marner

"No greater love has he than he who would give up love for a friend."

The Bible

SYMBOLISM

These stories represent kindness and friendship.

Teach the poem *Somebody's Mother* (learn from memory)

Composition-Discuss friendship.

Each student participates. Write a class contributed sample on the black-board. Have children copy in notebooks, then assign compositions.

Have two students interview each other regarding some unusual friendship happening. Use a TV interviewer and subject.

Dictate sections of a good paragraph from one of the previous books read.

Take spelling words from books read.

Diagram ten sentences daily from books read.

Teach eight parts of speech from books read.

Cross out the one that does not belong:

1. Hades, Orpheus, Eurydice, dark, Cavern, blood, stygian
2. Dante, Divine Comedy, Inferno, Alighieri, Milton, purgatory
3. Charles Dickens, Worst of Times, England, Ireland, Little Dorritt
4. Between Good and Evil, Dostoevsky, Nietzsche, Fredrick, German Ydor
5. Happy Prince, par excellence, emeralds, ruby, diamonds, bird, good heart, Oscar Wilde
6. Nectar, Athena, Hera, Cupid, Lady Macbeth, Narcissus, Terpsichore, Erato
7. Telemachus, Ulysses, Circe, No-Man, sirens, shipwreck, Pandora
8. London Bridge, Little Miss Muffet, Jack Sprat, Prometheus, Jack and Jill
9. bete noir, denouement, chagrin, creme de la creme, potpourri, fabulous, bon vivant



10. Rome, Copenhagen, Venice, Paris, Bonn, Austria
11. final, finish, begin, complete, end, that's all
12. exit, egress, depart, enter, leave
13. apogee, apex, latitude, altitude, height
14. obese, buoyant, fat, heavy, huge, gargantuan, gigantic, minute, enormous
15. denizens, citizens, populace, society, awe
16. Canterbury Knight, Cleric Wife of Bath, legend, tales, myth
17. Lake Huron, Lake Michigan, Adriatic Sea, Lake Ontario, Lake Erie
18. infinite, endless, eons, unending, finite

Latin Jingle

Latin, Latin, Latin is our subject (six claps).
(Say a Latin word, then an English translation 2 times)

Example: agricola-farmer, aqua-water (6 claps)

Jingle ends: Yes, Latin, Latin, Latin, is our subject (pause), (yell) LATIN!!!

One Says CH and the Other Says K

Change and chord, Change and chord. One says ch and the other says K. Change says CH and chord says K. (Repeat same pattern for the following pairs of words.)

chap/ache chair/bronchitis chop/trachea chip/choral chin/trachea chimney/
Terpsichore chin/Andromache church/christian charity/adochochinesis Chicago/
chrome French/chameleon chop/Christmas change/chromatic

Alphabet Jingles to be Used with Open Court's Wall Cards

A

Block a, block a, a,a,a
a with a macron says a
a_e says a
ai says a
ay says a
eigh says a
aigh says a
ea says a

B

Heart beat, heart beat, b,b,b

C

Crack a nut, crack a nut, c,c,c
single c says c
single k says k
and the vowel before the ck "c" is always short

D

Knock at the door, knock at the door, d,d,d

E

Block e, block e, e,e,e
e with the macron says e
e__e says e
double ee says e
__y says e
and the two dotted i says e

F

Frightened cat, frightened cat, f,f,f
single f says f
ph says f
gh says f

G

Croaking frog, croaking frog, g,g,g

H

Running boy, running boy
h,h,h

I

Block i, block i
i,i,i
i with the macron says i
i__e says i
igh says i
__y says i

J

Scrub the floor, scrub the floor, j,j,j
ge says j
gi says j
gy says j
and the vowel before the dge "j" is always short.

K

Cracking nut, cracking nut, k,k,k
single k says k
single c says k
the vowel before the ck "k" is always short

M

Millie sound, Millie sound, m,m,m

N

Motor boat, motor boat n,n,n
single n says n
kn says n
gn says n
pn says n

O

Block o, block o,o,o,o
o with the macron says o
o__e says o
oa says o
ow says o

*Teachers should
never tell a child
to, "Shut up."
Instead, we can
say,
"You are too
bright
to be so
vociferous."
Remember, you
are correcting
the
child, and
teaching
vocabulary at
the same time.*



P

Dripping water, dripping water, p,p,p

Q

Percolator, percolator, qu,qu,qu

qu says qu

but cu says "q"

and the q nevers goes walking without that u

R

Roaring lion, roaring lion, r,r,r

er says er

ir says er

ur says er

but or says or

S

Flat tire, flat tire, s,s,s,

ce says s

ci says s

cy says s

T

Ticking clock, ticking clock, t,t,t

U

Block u, block u, u,u,u

u with the macron says u

u__e says u

ew says u

V

Airplane, airplane, v,v,v

W

Lariat, lariat, w,w,w

X

Pop sound, pop sound, xs,xs

Y

Baby bird, baby bird, y,y,y

Z

Buzzing bee, buzzing bee, z,z,z

u always

nt

set

sitive

f-esteem

als

your

dents,

efore, ask

m

ily to tell you

ngs about

mselves that

y like.



Short Vowels

A

Baby lamb, baby lamb, a,a,a

E

Rocking chair, rocking chair, e,e,e

I

Baby pig, baby pig, i,i,i

O

Doctor sound, doctor sound, o,o,o

U

Angry bear, angry bear, u,u,u

OO

Ghost sound, ghost sound, oo,oo,oo

OY

Barking seal, barking seal, oy,oy,oy

OW

Hammer sound, hammer sound, ow,ow,ow

AW

Broken bat, broken bat, aw,aw,aw

AR

Stuck in the mud, stuck in the mud, ar,ar,ar

SH

Be quiet, be quiet, sh,sh,sh

ti says sh

ci says sh

si says sh

and that ligature keeps that ti,si and ci together like a band-aid.

WH

Blow the match, blow the match, wh,wh,wh

CH

Locomotive, locomotive, ch,ch,ch

NG

Banging sound, banging sound, ing,ing,ing

TH

Thumping sound, thumping sound, th,th,th

S

Saw the wood, saw the wood, s,s,s

These are the vowel signals e,i, and y.

Give me an a, give me an e, give me an i, give me an o, give me an u, I love reading, how about you.

*Praise
children
for the
things
they do
right,
as well as
criticizing
them
for the things
they do wrong.*



Spelling Rules

Rule number one

i before e except after c and when it says a, i before e when the sound is long e except after c there are some exceptions and they are: neither, either, weird, seize, and leisure.

When the sound is not long e you will write ei. There are some exceptions and they are: friend, mischief, and pie.

Rule Number two

When a word ends with an e and your suffix begins with a vowel, you drop the e and add the suffix.

Rule number three

When a word ends with an e and the suffix begins with a consonant you just keep the e and add the suffix.

Rule number four

When the word ends with a y and the consonant is involved and the suffix begins with a vowel you just change the y to i and add the suffix. But there is one exception, that's ing.

Rule number five

When the word ends with a y and the vowel is involved and the suffix begins with a vowel you just keep the y and add the suffix.

Rule number six

When the word ends with s, x, z, ch, or sh you must add es to make it plural.

Rule number seven

When a word ends with an f or fe and you want to make it plural, change the f to v and add es.

There are some exceptions and they are: chief, roof and dwarf.

Rule number eight

When a word ends with a y and a consonant is involved and you want to make it plural you just change the y to i and add es.

Rule number nine

When a word ends with a y and the vowel is involved and you want to make it plural you must keep the y and add s.

Rule number ten

When a word ends with an o and a consonant is involved and you want to make it plural you must keep the o and add es.

Then the entire
group reads
the same
me,
is causes
each child
pay
attention
especially
when the
Stop-Go"
reading
approach
used.



Rule number eleven

When a word ends with an o and a vowel is involved and you want to make it plural you must keep the o and add s.

Rule number twelve

When a word ends with an o and a vowel is involved and it refers to music to make it plural you must keep the o and add s.

Greek Alphabet

alpha	α
beta	β
gamma	γ
delta	δ
epsilon	ε
zeta	ζ
eta	η
theta	θ
iota	ι
kappa	κ
lambda	λ
mu	μ
nu	ν
xi	ξ
omicron	ο
pi	π
rho	ρ
sigma	σ
tau	τ
upsilon	υ
phi	φ
khi	χ
psi	ψ
omega	ω

*The best
education
is the
education of
constant
inquiry.
We want our
students
to continue
to ask why
and to develop an
insatiable
curiosity.*

Friendly Letter Jingle

In a friendly letter there are five parts: *A heading, greeting, body, closing and signature.*
Don't forget when you are writing that its written from the heart.



Planets Jingle

"Mary Very Easily Makes Jam, Sun" said Pluto.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. This jingle helps students to memorize the nine planets in their proper order.

Continent Jingle

Con-tin-ents	clap, clap, clap
A-sia	clap, clap,
A-fri-ca	clap, clap, clap
Aus-tral-ia	clap, clap, clap
Ant-ar-ti-ca	clap, clap, clap, clap
North A-mer-i-ca	clap, clap, clap, clap, clap
South A-mer-i-ca	clap, clap, clap, clap, clap
Eur-ope	clap, clap,
Con-tin-ents (repeat)	clap, clap, clap

Syllabication Rules

Rule number one: *The Consonant Between Two Vowels*

When a consonant is between two vowels, the word is divided after the consonant, if the first vowel is short.

Rule number two: *Vowel Consonant Consonant Vowel*

Divide the word between the first two consonants.

Rule number three: *Affixes*

Prefixes always separate syllables between the root and the suffix.

Suffixes only in the following ways:

- Suffix -y picks up the consonant
- Suffix -ed forms a separate syllable when it follows a root that ends in d or t.
- Suffix -s never forms a syllable except when it follows an e.

Rule number four: *Compounds*

Always divide compounds into two simple words.

Rule number five: *Final -le*

Final -le picks up a consonant to form a syllable.

Rule number six: *Vowel Clusters*

Do not split the R controlled vowels: stuck in the mud, stuck in the mud ar,ar,ar, ar says ar (sound); roaring lion, roaring lion, r,r,r, er says r (sound), ir says r (sound), ur says r (sound) and or says r (sound).

Do not split long vowel digraphs block a, block a, a,a,a, ai says a (sound); block e, block e, e,e,e, ea says e (sound), ee says e (sound); block o, block o,o,o, oa says o (sound), and ow says o (sound).

Do not split broad o clusters, doctor sound, doctor sound, o,o,o, au says o (sound), and Do not split diphthongs barking seal, barking seal, oi,oi,oi, oi says oi (sound), oy says oy (sound); hammer sound, hammer sound, ow,ow,ow, ou says ow (sound), and ow says o (sound).



The Water Buffalo
Pearl S. Buck

Mike's House
Julia Sauer

Rain Drop Splash
Leonard Weisgard

Spring is Here
Lois Lenski

Summer Day
Lois Lenski

I Like Winter
Lois Lenski

The Wonderful Egg
Dahlov Ipcar

Against Time
Roderick Jefferies

The Animal
Abingdon

Among the Dolls
William Slater

Animals You Will Never Forget
Reader's Digest Press

The Bad Times of Irma Baumliten
Carol Rylie Brink

Baker's Hawk
Jack Bickham

A Bedtime Story
Joan Levin

Benjamin the True
Claudia Paley

The Best Christmas Present
Barbara Robinson

The Clay
Theodore Taylor
Doubleday Publishers

The Crack in the Wall
George Meadows
Dial Press

The Fiddler on High Lonesome
Brinton Turkle

Pierre
Maurice Sendak

Chicken Soup and Rice
Maurice Sendak

Tales from Shakespeare
Bernard Miles

You Will Go to the Moon
Ira Freeman

Twenty Three Tales by Leo Tolstoy
Leo Tolstoy

Grimm's Fairy Tales
Leo Tolstoy

The Wonderful Story of Henry Sugar
Pantheon Books

Russian Fairy Tales
Knopf Publishers

The Silver Pony
Lynd ward

Cricket Magazine
Open Court Publishing Company
Chicago, Illinois

The Marvelous Misadventures of Sebastian
Joan Aiken
Dutton, 1970

The Prince and the Pauper
Mark Twain

Hitty, Her First One Hundred Years
Rachel Field

The Royal Book of Ballet
Shirley Goulden

Stories of India
Dolch Series

Stories of England
Dolch Series

The Secret Garden
Burnett

Famous Poems of Henry W. Longfellow
Doubleday Publishers

Charlotte's Web
E.B. White

The Arbutinot Anthology of Children's Literature
Scotts-Foresman Company

The Firebird
Viking Press

Castles and Dragons
Crowell

Pilgrim's Progress for Children
Renold
Lawson

Reading List for Children Ages Four, Five and Six Years Old

As recommended by Marva N. Collins



Maurice Sendak	<i>The Prince and the Pauper</i> Mark Twain
<i>Chicken Soup and Rice</i> Maurice Sendak	<i>Hitty, Her First One Hundred Years</i> Rachel Field
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<i>The Wonderful Story of Henry Sugar</i> Pantheon Books	<i>Famous Poems of Henry W. Longfellow</i> Doubleday Publishers
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<i>Cricket Magazine</i> Open Court Publishing Company Chicago, Illinois	<i>The Firebird</i> Viking Press
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Reading List for Children Ages Four, Five and Six Years Old

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Pilgrim's Progress for Children Retold
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The Water Buffalo
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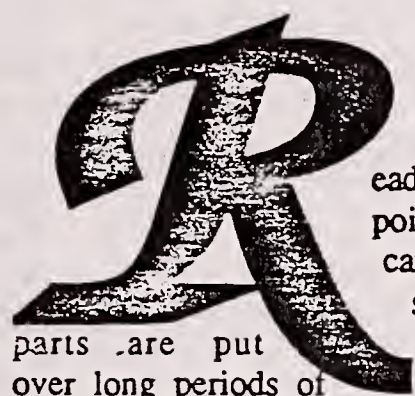
Abingdon

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Among the Dolls
William Slater

DEVELOPING EFFECTIVE READING MATERIALS THAT PROMOTE HIGH INTEREST FOR ALL STUDENTS

By Marva N. Collins



parts are put
over long periods of

reading can be compared to the performance of a symphony orchestra. This analogy illustrates three points. First, like the performance of a symphony, reading is a holistic act. In other words, while reading can be analyzed into subskills such as discriminating letters and identifying words, performing the subskills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance. Second, success in reading comes from practice over long periods of time, like skill in playing musical instruments. Indeed, it is a life time endeavor. Third, as with a secure musical score, there may be more than one interpretation of a text. The interpretation depends upon the background of the reader, the purpose for reading, the amount of vocabulary the reader brings to the task, and the context in which reading occurs. (reference: "What is Reading?"; *The Report on Making a Nation of Readers* Department of Education).



First, we need to disband our traditional three reading groups. We need to teach beginning reading skills as a total group. Teach phonics first before the whole word approach. When teaching children the sound of letter A, why not teach them all of the spellings for the sound simultaneously. The spellings for long A are: "a-e", "ey", "ea", "aigh", "eigh", "ay", "ai". Why teach them only some of the sounds and then later say, "These too, boys and girls are the sounds for "a". By teaching all sounds together, I have found that we prevent confusion of the spellings. The way we traditionally teach reading in American schools actually impedes the lifelong process of becoming a good reader.



When teaching the sound for the letter C, one should also teach that the spellings for C are: "ck" as in tack, single "c" as in cat, "ch" as in ache, trachea, bronchitis, Achilles, and Andromache. Single "k" makes the same sound as single C. Single "k" as in king, kilt, kill, etc. This way the children will learn all of the spellings for C at the same time. With daily dictation, patience and practice, the spellings become easy for the children. Also tell them the rule for using "ck": the vowel before the "ck" is always short.



Before reading any story in a basal textbook, have the students preread the words in the selection. Have each student take a turn and say, "The vowel is "a" and the word is bat. The vowel is "o" and the word is lot. The vowel is "i" and the word is hit." Develop a reading list and copy it, using the words from the story. Set aside a time during the day when each child individually reads the list by following the examples given above.



Each day the students should read as an entire group rather than the traditional approach of three reading groups. Usually while the Red Birds are reading the Blue Birds are causing discipline problems. When the entire group reads at the same time, this causes each child to pay attention especially when the "Stop-Go" reading approach is used. It also helps with word recognition. For example, if one child calls a word "angle" instead of "angel", the other students hear the correction and they learn a new word. By having all students read orally, the teacher encourages comprehension, and can immediately correct errors before they become permanent silent errors never detected except on the standardized test and by this time it is usually too late.



When students read orally the teacher can ask for synonyms, antonyms, or homonyms for words read rather than attempting to teach these in an isolated unit. Reading tends to be taught as an isolated subject. I believe that the most effective reading program becomes most valuable when reading is integrated with all subjects. After all, if a child cannot read, they cannot do anything. When teaching arithmetic, tell them that the word arithmetic is a Greek word meaning "skilled in numbers." This

begins the word etymology process. If children can read, write and understand the meaning of such words as: quadrilateral, volume, capacity, hypotenuse, etc., they will not only understand better the processes involved in finding solutions, but they will have a better grasp of what solution they are seeking. For example, if students are learning the Pythagorean theorem, have the students do a report on Pythagoras, and discuss further his influence on Greek culture. Compare Pythagoras as a philosopher with Aristophanes' work, Plato, Socrates, and Marcus Aurelius. This could be done in a literature session aside from the math class. But think how the parallel in reading class would make the math class on Pythagorean theorem come alive.



When teaching Greek mythology, teachers must know what connects. After teaching the elementary *"Jason and the Golden Fleece"*, one should go right into *"Medea"* by Euripides. *"Medea"* is simply another version of the basic Greek myth. Our fourth graders give their own theatrical production of *"Medea"* each school year. Invitations are written to the classes and parents. The children also love to memorize the Greek alphabet and each child does a comprehensive study of ancient Greek culture and literature. In other words, we combine literature, social studies, art, science, and all subjects into reading, comprehension, and spelling. We do not pull out another book to teach spelling from. We teach spelling words straight from our math, reading, social studies, etc. The words may be hypotenuse, obtuse, Aristophanes, Plato, etc.



Writing likewise, should be a part of the total reading program. After our students read orally each day, we have them write letters to the characters in the story. We have them conduct interviews with the characters. For example, children interview Odysseus, or they conduct mock interviews with Homer the author of *"The Iliad"*. Every student must learn the etymology of words such as: sandwich came from the Earl of Sandwich, boycott came from John Boycott of Ireland, kangaroo from Captain John Cook, the state of Delaware from Lord De La Ware.



The best education is the education of constant inquiry. We want our students to continue to ask why and to develop an insatiable curiosity. We realize that we can never satisfy inquiring minds that constantly probe and seek information. To teach a student to read but not love reading is not, in my opinion a good education.



We must eradicate the opinion that inner-city children will not understand excellent literature. These children should receive a first-rate education if they are ever going to break the unending cycle of poverty and degradation. These students do not need more remedial classes, they need to be mainstreamed into society where they will be able to function in the national and international marketplace.

Before reading Euripides' *Medea*, I would suggest that the teacher read Jason's search for the golden fleece to the children first. This will give the children needed background for the story. If materials are available, copy the story from a Greek Myth book and give each child a copy and have them read it as an entire class assignment before reading *Medea*. Suggested book: *Myths and Their Meanings* by Herzberg, published by Allyn and Bacon.

Prepare a fact sheet on Euripides from the encyclopedia. Remember we want to make children lifetime readers. This will encourage them to find more on Euripides and read more his works on their own. Arrange several other of Euripides' works on a convenient table for children.

Write the following words on the blackboard before reading. Syllabicate each word. You, the teacher enunciate each word having the children repeat them after you. Then call on individual children to pronounce the words. Do this before reading *Medea*.

Words to put on the blackboard:

Ja-son

Me-de-a

Cre-on

Dra-ma (explain that the "a" at the end of drama gets the German Schwa sound of "uh").

Eu-ri-pi-des (say to the children: Most Greek words are sounded out by pronouncing the second vowel as in Ae-sop, Aeschylus, etc).

Cho-rus (explain that here the "ch" makes the sound of hard "k" and not "sh" as in Charlemagne, or "ch" as in "chair". Ask for other words with the hard "k" sound. Eg., ache, trachea, bronchitis, bronchial, chord, choral, etc. Explain how important the Greek chorus is in Greek drama. Tell the children what "drama" is.

BEGINNING THE LESSON



Say to the children before the lesson: "Today, boys and girls, we are going to read a Greek drama by Euripides. This drama was written hundreds of years ago. However, it is as relevant today as it was when it was written. We will see that Euripides sympathized with the way women were treated long ago. He could actually have been said to be in sympathy with the present day's women's movement."

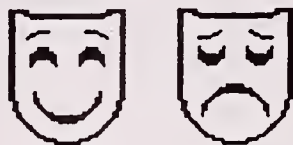
"Have you ever heard the aphorism that says: 'Hell has no fury like a woman scorned?' What do you think this means? Well, today we are going to read about how a woman gets revenge against her husband." We are also going to learn what happens when emotions take over reason. Which do you think is more important? Reason, emotions or intellect?"

After reading Euripides the children can use this for daily writing practice: Reason or Emotion? Be sure that each child understands reason and emotion.

Assign a group of children to read the chorus part. Assign different parts to each child so that each child is involved in the oral reading process.

Have the children read Medea orally to be sure that the children understand what they read. Ask questions as children read.

ADDITIONAL ACTIVITIES



Assign research on *Medea*.

Have the children write letters to Euripides, to Medea or Jason.

Pretend that you were Medea and you had to make up your mind to kill your children, what emotions do you think Medea felt before killing her children? Write these emotions.

Pretend that you were one of Medea's children. What would you have said when you found out that your mother was about to slay you?

What do you think happened to Jason after his children were murdered?

Who is the antagonist in the story?

Who is the protagonist?

Dictate the following sentences to the children:

1. Medea felt that she had been scorned by Jason.
2. Jason felt great compunction at the murder of his children
3. The children said, "Mother, do not kill us."
4. Medea said, "I will send gifts to the queen."
5. The chorus is used in many Greek Tragedies.

Call the following words for spelling:

Medea
Jason
golden
fleece
Euripides

Greek
scorned
fury
Hell
emotion

reason
compunction

APPENDIX II

•I love you very much, but I will not have that kind of behavior in the classroom. Why? Because you are just too bright.

•When a child calls another child a name within your listening range, say: "I will make an appointment with God so that you can tell God He goofed and that He made something terrible."

•When students complain of homework, ask them if they would complain if you were passing out hundred dollar bills. Explain that homework ultimately can be turned into future dollars.

•When a student laughs or ridicules another student's response in class, say: "It took courage for John to speak out while the rest of you played it safe by remaining silent and then laughing. Because you are so bright, we will not laugh at each other; instead, we will support each others efforts."

•Never take a paper that you know will result in an unsatisfactory grade. Why waste time grading a paper that is almost impossible to read? Say to the student: "I care about you, and I will not accept a paper of this quality. If you need help, I will help you, but I expect more from you than this."

•Never tell a student something is wrong on his or her paper, say to the student: "Let's proofread this work." Draw a circle around the error, and have the student write the correct answer above the circle.

•Learn to praise the slower student each day for something. Remember it is the brighter student who usually gets all of the praise.

•Try to hang and display student's work. Sometimes extra individual help from the teacher is needed to build a student's confidence, this is a must. Remember, if these students manage to

get everything wrong, why should they continue to try?

•Try to work out problems with students if possible. Frequent parent conferences usually mean that you will spend many hours with parents and the problem lies within you and the student. Try to establish a rapport with your students.

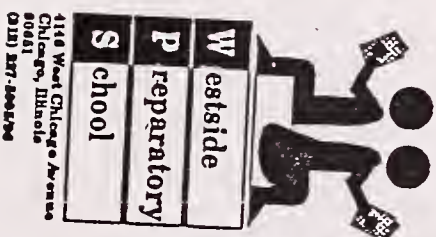
•Try to find something positive to say to the parents of even the worst student. This gives the student confidence that at least you are trying to help them become successful.

•When a student repeatedly acts out in class, try to arrange to speak to the student privately so that they do not have to prove that they are *King of the Class*. Ask: "Why do you misbehave in class? "I know that you are bright, and together we could accomplish so much. Will you help me to help you become what I know you can become?"



POSITIVE RESPONSES FOR DISCIPLINE PROBLEMS AND GENERAL CLASSROOM CONTROL

By Marva N. Collins



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Ten Steps Towards Better Disciplined Classrooms

By Marva N. Collins



1. Always make friends with each student before there is a discipline problem.



2. Find something positive to say to each student everyday. Example: "My what nice gym shoes, or I missed you yesterday Cathy."



3. Give extra teaching time after school or before school to the slower student. This student is usually the one that causes havoc in the classroom.



4. Rather than eating with fellow teachers or staff, instead sit with a different child, or the entire class each day.



5. When a student misbehaves instruct the entire class that they are to repeat the following, when asked why they will not misbehave. Your question: "Why aren't you going to misbehave in class?" Their response to you should be: "Because I am too bright to waste my time."



6. When younger students misbehave in class, do not have them write punitive lines: "I will not chew gum in class." Instead, have them write a composition on the etymology of gum, where gum came from or "A composition entitled *I am too Bright to Waste My Time in School*. You may also choose to have them deliver a three minute speech detailing Why *I am too Bright to Waste Time in School*.



7. Write positive notes on your students papers such as: Let's work on this paper together or I know that together we can do better.



8. Offer help to slower students with their schoolwork. It is usually these students that prevent teachers from accomplishing what they could with other students.



9. Never forget that you are a **professional**. Never resort to becoming a student. For example, when a student writes a note that says: "I hate you Mr. Jones." Read the note and say, "I like you too," and then call on that student to recite, etc.



10. Reduce ridicule and laughter in the classroom by telling the student that speaks out, that he or she is very courageous, and it took courage to be wrong, but they who stood silent or laughed took the easy path, the child that speaks out is to be praised not mocked. Encourage students to clap for the other students; create a spirit of **group effort** in the classroom.

Plea

by
Marva
Collins

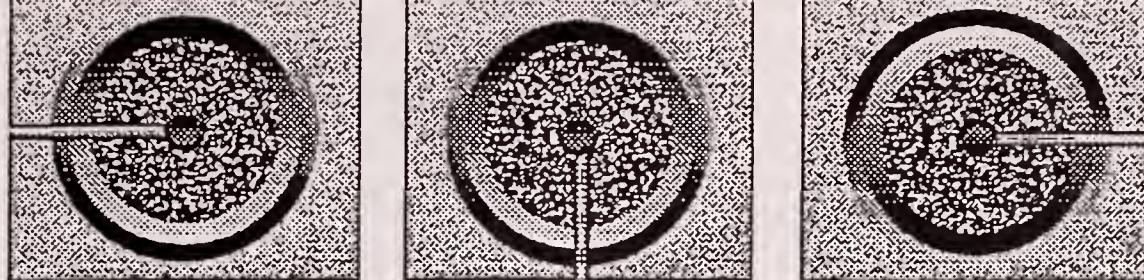
S He always wanted to say something, but the teacher never understood. The children would laugh, so he just sat there, and in time he was like a bulb that never came on again. He hated school, he hated the militaristic rows, and the papers that everyone did just alike. He hated it when the teacher said, "Why can't you do as well as Joe?"

H He was not Joe, he was unique. Couldn't the teacher understand that? The teacher never really knew him, why did she pretend that all he ever did was daydream every time his mother came to inquire about his progress? Why couldn't the teacher ever say that she cared more about me paying attention and learning than my feet being flat on the floor. Why couldn't the teacher tell my parents that she never valued my thoughts, and that I always had to write about what she wanted me to write about. Why didn't she ever tell my mother that there was no place for me to go, I had already learned too thoroughly that I couldn't do anything right. Where does one go when they have repeatedly failed? Couldn't you teacher have told me just once, "This is good, but let's look at this."

T Those red marks on my paper, everything is wrong, why should I try again? You have taught me teacher, that I am a failure. You have measured my intelligence, stained my soul, and ink-blotted my future...what is left for me to do? My paper is always graded *sloppy, you can do better, or poor*. Why can't you for once try to help me correct my errors before I finish my paper? My mistakes are all too much for me conceive when the entire page is already wrong.

W Were you never a child teacher? Did you never make mistakes? Did you always do everything right? Were you born a grown-up? The best day of my life teacher is Saturday, because that is the one day that I don't have to hear all the things that are wrong with me. Saturday is the only day that I can do anything right. Teacher, how would you feel if you had to go home with a report card I had given you, and have your family ridicule you about how dismal your failures were? Would you feel good teacher?

R Remember, when I try to hurt you teacher, it is only because you have hurt me so much and I am only trying to make you feel some of the hurt that I have inside me. It hurts so badly teacher, when you never call upon me to read, when you never praise me, when you ignore me, that hurts teacher. Please try to like me the way you like Joe, Amy, Ann and Bob. I try teacher, but please touch me sometimes too. You never pay attention to me until I have done something to displease you. Help me to be able to please you teacher. Help me to grow up in this world and not hate myself and my world because I feel that everyone sees me as a failure the way you did teacher. I am yours teacher. Help me, it is your duty unto me to teach me to love myself, my world, and yes, to like school. I beg you teacher, please!



Ways Of The Creator And The Second-Hander

Marva N. Collins

The creator believes in his own thoughts.
The second-hander believes that the thoughts of others are greater than his or her own.

The creator determines his or her own fate.
The second-hander lets others predict his or her future.

The creator believes that we remove the "t" from can't and we have I can.
The second-hander leaves the 't' on can't and goes through life saying "I can't do it."

The creator sees failure as another lesson learned. He or she does not call unsuccessful attempts "failures,"
they call them the lessons of life.
The second-hander says "I failed."

The creator sees failure as a stepping stone.
The second-hander goes down roads paved by others.
The second-hander sees failure as a stumbling block.

The creator goes down roads that he paves and leaves a trail for others.
The second-hander says "I am tired...I am sleepy".
The creator says "I have miles to go and promises to keep before I sleep."

The creator says "Why not?" The second-hander says "Why me?"
The second-hander waits to be generated and motivated by others.
The creator is self-motivated, self-generated, self-propelled.

The creator says "I'll try."
The second-hander says "I can't do that."

The creator refers to tasks as a challenge.
The second-hander refers to tasks as difficult.

The creator marches to his or her own drummer regardless of how far he may lag behind the crowd.
The second-hander listens to the drummer that the crowd marches to.

The creator is a non-conformist.
The second-hander is a conformist.

The creator realizes that readers are leaders.
The second-hander is a non-reader.

The second-hander uses poverty as a crutch to remain mediocre.

The Dropout

by Mariva N. Collins

When as a child I'd always dream of the
things I would become someday
Somewhere there would be people who would care
People who would share
the dreams, aspirations, and goals that I had
Little did I realize that I would be labeled, "bad".
As time went by I was a statistic that was all too sad.
I went to class did the best I could
Never learned the things that I should
The brighter students had all the chances
Soon I learned to survive by acting out in class
I learned to be the class clown
This is how I drowned my sorrows and my pain
By making others laugh while I cried inside with so much hurt and shame
I never learned to read, never learned to write, I only learned how to fight
And fighting and hating I did with all my might.
Soon I decided to take to the streets to learn to be mean
To be seen, to yell and scream... to hate and fight...
I was a desperate soul in flight
I dropped out of school
I was tired of being the class' fool
I was never taught the learning tool
And now I try to be so cool
Someday soon I hope someone will take my hand
And care, really care
And show me another way. I do want to learn to read and write
Please help me in my plight
I, too, want to see the light

APPENDIX III

21 MEMOS FROM YOUR CHILD

1. Don't spoil me. I know quite well that I ought not to have all that I ask for. I'm only testing you.
 2. Don't be afraid to be firm with me. I prefer it, it makes me feel more secure.
 3. Don't let me form bad habits. I have to rely on you to detect them in the early stages.
 4. Don't make me feel smaller than I am. It only makes me behave stupidly "big."
 5. Don't correct me in front of other people if you can help it. It'll take much more notice if you talk quietly with me in private.
 6. Don't make me feel my mistakes are sins. It upsets my sense of values.
 7. Don't protect me from consequences. I need to learn the painful way sometimes.
 8. Don't be too upset when I say "I hate you." It is not you I hate but your power to thwart me.
 9. Don't take too much notice of my small ailments. Sometimes they get me the attention I need.
 10. Don't nag. If you do, I shall have to protect myself by appearing deaf.
 11. Don't forget that I cannot always express myself as well as I would like. This is why I am not always very accurate.
 12. Don't make rash promises. Remember I feel badly let down when promises are broken.
 13. Don't tax my honesty too much. I am easily frightened into telling lies.
 14. Don't be inconsistent. That completely confuses me and makes me lose faith in you.
 15. Don't tell me my fears are silly. They are terribly real and you can do much to reassure me if you try to understand.
 16. Don't put me off when I ask questions. If you do, you will find that I stop asking and seek information elsewhere.
 17. Don't ever suggest that you are perfect or infallible. It gives me a great shock when I discover that you are neither.
 18. Don't ever think it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.
 19. Don't forget that I am growing up. It must be very difficult to keep pace with me, but please do try.
 20. Don't forget that I love experimenting. I couldn't get along without it, so please put up with it.
 21. Don't forget that I can't thrive without lots of understanding love, but I don't need to tell you, do I?
-

A TEACHER

By Marva N. Collins

A TEACHER

is like Coke... she is the real thing.

A TEACHER

is like Scotch tape...you cannot see where her influence ends, you only know that she has been there.

A TEACHER

is like hair spray...she holds on until the very end.

A TEACHER

is like Bayer aspirin...she works wonders.

A TEACHER

is like a steel trap...she is audacious.

A TEACHER

is like a mirror...she is always trying to see the reflections of her students.

A TEACHER

is secure with the future because she changes today.

A TEACHER

is freedom...she teaches her students to be free of illiteracy.

A TEACHER

is a shepherd...she leads her students to excellence and security. She is never satisfied with losing any students.

A TEACHER

is like Julius Caesar— she comes, she sees, and she conquers illiteracy and mediocrity.

A TEACHER

is like the VELVETEEN RABBIT...she makes her students real and they never become unreal again.

A TEACHER

doesn't believe in predictions...she knows that she determines the fate of her students.

A TEACHER

gives the command of Moses by declaring, "Let my students minds go free!"

A TEACHER

removes the "I" from "can't" and makes it "can."

A TEACHER
is always proud to say, "These are my students, when cometh more?"

A TEACHER
is like the lines from Coleridge's "Rime of the Ancient Mariner" which says, "All things great and small, the Lord loveth them all."

A TEACHER
is like the character Christian in "Pilgrim's Progress"...she may have a burden on her back...that burden is to free all children from illiteracy.

A TEACHER
is like Pan-Am...she makes the going great for her students.

A TEACHER
is like Hallmark Cards...she cares enough to produce the very best.

A TEACHER
believes the lines from John F. Kennedy's speech, "Ask not what the teaching profession can do for you, but what can you do for your students."

A TEACHER
is like Alka Seltzer, she relieves the pain of their students.

A TEACHER
realizes that the lines from Plato's "Republic" are true: "Education is cumulative and it affects the breed."

A TEACHER
is like detergent she removes the stains left by others.

A TEACHER
is a statistician... she lets others predict, but she determines the success of her students.

A TEACHER
has the imagination of Paul Bunyan and the patience of Florence Nightingale.

A TEACHER
knows everything in history has been the best of times and the worst of times. She tries to make the worst of times become the best of times for her students.

A TEACHER
is like Jesus regarding the one lost sheep...she is never satisfied with 99% student participation, she insists on 100% success with her students.

A TEACHER
believes that all students can achieve if they are not taught too thoroughly that they cannot.

A TEACHER

lets her students know that if they cannot make a mistake, they cannot make anything.

A TEACHER

will never ridicule her students or make short of their shortcomings.

A TEACHER

is a friend as well as a mentor.

A TEACHER

is fair and treats students with mutual respect.

A TEACHER

ignores the negative aspects of a child's past and believes that she will be the one to help a student succeed.

A TEACHER

does not develop a "BIG I" and "small you" attitude.

A TEACHER

does not say to her students, "What a dumb thing to say, what a dumb thing to do." This merely ensures that the child will never speak in class again.

A TEACHER

does not red mark papers after a mistake has been made. She is there to proofread mistakes.

A TEACHER

does not give busy work.

A TEACHER

does not have students write meaningless lines such as, "I will not talk in school." Instead she requires her students to do an impromptu speech entitled, "Why I Am Too Bright to Waste My Time in School."

A TEACHER

does not put the problem students in the back of the room. After all, who would want the devil behind them?

A TEACHER

does not just teach to the brighter students, but makes the quiet and reticent student feel that they too are a part of the classroom.

A TEACHER

dispels laughter at other students by saying, "We will not laugh at Johnny. After all it took courage for him to speak out. The rest of you played it safe by remaining quiet. Laughing is the easy thing to do."

A TEACHER

does not allow one child to become the target of ridicule for the rest of the class.

THE PRINCIPLES OF GOOD TEACHING

by Marva N. Collins

FAITH

Just as faith moves mountains, faith too, in your students moves them to heights never imagined.

HARVESTING

Make this day the greatest student harvest ever because you refused to let your students fail.

FAITHFULNESS

Insist on faithfulness over the little things. E.g., insist on elan in the way a child enters the door, keeps his or her desk, heads his or her papers. Getting the little things right makes the bigger things easier also.

DON'T BE A JUDAS

Never betray your students confidence. Become their teacher some of the time, become their friend all of the time. Never write negative comments on their records. Today's problem student could become tomorrow's leader, and all because you cared enough to polish that child's mind until the luster came shining through.

TEACH EVEN THE LEAST OF THEM

Stop ink-blotting, testing, and measuring until there is nothing left but lowered self-esteem. Teach as if every child, regardless of background, ethnicity, or socio-economic background was a son or daughter of Harvard or Yale graduates.

TEACH BECAUSE YOU CAN'T HELP IT, NOT FOR WHAT YOU ARE PAID

Teach with a passion. Teach with a steel trap determination that says, "I will not let you fail."

GO INTO THE SCHOOLS AND SPREAD YOUR GOSPEL

Teach so deliberately that even the most recalcitrant student drops his or her weapon of indifference and lack of motivation.

TEACH AS IF YOUR VERY LIFE DEPENDED UPON IT

Attitudes are catching. Children are extensions of us. When we make lessons come alive with what I like to call *Hot Teaching*, every child becomes a winner.

I COME AS A TEACHER TO SAVE YOU, NOT FAIL YOU

Any average teacher can fail a student. Superior teachers who never anchorize themselves in mediocrity will always make the poor student good, and the good student superior.

DARE TO BE DIFFERENT

When others declare a child a failure, dare to say, "I will be the one to save you child." If at first you don't succeed, keep trying, knowing that just one more time will let you declare *fait accompli*!

THE TEN TEACHING COMMANDMENTS

by Marva N. Collins

1. Thou shalt love thou students as you would love your own children.

2. Do unto your students as you would have them do unto you.

3. Honor your students, praise as well as criticize.

4. Thou shalt not spend so much time being a teacher that you have forgotten what it is like to be a child.

5. Love your students so well that you give your last iota of energy to make them good citizens.

6. Thou shalt not let any students fail.

7. Thou shalt never give busy work.

8. Thou shalt never consider yourself in the land of the done. You, as a good teacher will always know that you'll always strive to become a better teacher.

9. Thou shalt love freely, purely, consistently, and that love will return to you ten-fold.

10. Thou shalt respect every child and every parent, and always be true to the Latin meaning of the word teacher, which means to lead or draw out.

APPENDIX IV

TAX CERTIFICATION DOCUMENT

District
Director

JFK Federal Bldg., Boston, Mass. 02203

Northern Educational
Service, Inc
756 State Street
Springfield, MA 01109
Attn: Norma Baker, Exec. Dir.

Person to Contact: John E. Whipple

Telephone Number: (617) 223-3470

Refer Reply to: Taxpayer Service

Date: 17 APR 1980

Gentlemen:

This is in reply to your recent letter requesting a copy of an exemption letter for the above named organization.

Due to our records retention program, a copy of the original letter is not available.

☒ However, records in this office show that a determination letter was issued in December, 1965 ruling that the organization was exempt from federal income tax under Section (Now) 501 (c)(3) of the Internal Revenue Code of 1954.

☐ However, records in this office show that the organization is exempt under Section (Now) of the Internal Revenue Code as part of a group ruling issued to _____

☒ Further, the organization is not a private foundation because it is an organization described under Section 509(a)(i) and 170.(b)(i)(A)(vi)

☐ Further, the organization is a private foundation as described in Section 4942(j)(3) of the Internal Revenue Code of 1954.

☐ Further, the organization is a private foundation as described in Section 509(a) of the Internal Revenue Code of 1954.

This ruling remains in effect as long as there are no changes in the character, purposes, or method of operation of the organization.

I trust the foregoing information will serve your purpose.

If you have any questions, you may contact the person whose name and telephone number are shown in the heading of the letter.

Sincerely,

A. D. Mosher
District Director



Form ST-2
Certificate of Exemption

Massachusetts
Department of
Revenue

Certification is hereby made that the organization herein named is an exempt purchaser under General Laws, Chapter 64H, sections 6(d) and (e). All purchases of tangible personal property by this organization are exempt from taxation under said chapter to the extent that such property is used in the conduct of the business of the purchaser. Any abuse or misuse of this certificate by any tax-exempt organization or any unauthorized use of this certificate by any individual constitutes a serious violation and will lead to revocation. Willful misuse of this Certificate of Exemption is subject to criminal sanctions of up to one year in prison and \$10,000 (\$50,000 for corporations) in fines. (See reverse side.)

NORTHERN EDUCATIONAL SERVICE INC
622 STATE ST
SPRINGFIELD MA
01109

EXEMPTION NUMBER E
042-323-151
ISSUE DATE
01/02/1995
CERTIFICATE EXPIRES ON
01/02/2000

NOT ASSIGNABLE OR TRANSFERABLE

COMMISSIONER OF REVENUE

MITCHELL ADAMS

CORPORATE CERTIFICATE

I, Carl McCargo, a resident of
Springfield in the State of Massachusetts

DO HEREBY CERTIFY:

that I am the Clerk/Secretary of Northern Educational Service, Inc.
a corporation duly organized and existing under and by virtue of the laws
of the State Massachusetts; and that I have custody of the records of
such corporation; and that the attached abstract from the minutes of the
meeting of the Directors/Stockholders held on April 23, 1994 and/or the
attached abstract of the Bylaws of such corporation, were in full force
and effect, as of the 23rd day of April 1994; and that
Norma Baker is the Executive Director of such corporation and is
duly authorized to execute and deliver in the name and on behalf of the
corporation, the following:

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate
seal of such corporation this 22nd day of September 1994.

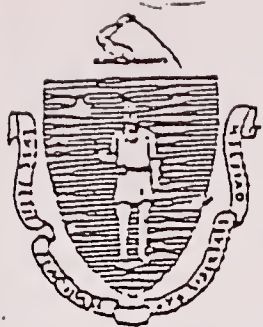
(affix)

(seal)

(here)

Carl W. McCargo

Clerk/Secretary



The Commonwealth of Massachusetts
Executive Office of Economic Affairs
State Office of Minority and Women Business Assistance

100 Cambridge Street — Room 1505

Boston, Massachusetts 02202

(617) 727.3692

WILLIAM F. WELD
GOVERNOR

DANIEL S. GREGORY
SECRETARY

SUNNY-BRENT HARDY
EXECUTIVE DIRECTOR

April 23, 1992

Ms. Norma Baker
M/NPO
NORTHERN EDUCATIONAL SERVICES, INC.
622 State Street
Springfield, MA 01109

Dear Ms. Baker:

NORTHERN EDUCATIONAL SERVICES, INC., is certified by the State Office of Minority and Women Business Assistance, (SOMWBA), as a Minority Non-profit Organization, (M/NPO), in the category(ies) of EDUCATION: Private Non Profit Educational Agency. The company is currently listed in SOMWBA's latest 1990-91 Directory of Certified nonprofit organizations.

Sincerely,

Arthur R. Atkins
Director, Certification Unit

NES PROGRAMS & SERVICES

Summary Listing of NES Programs and Services

- a) YOUTH INTERVENTION PROGRAM - A structured program that provides early intervention for substance abuse among youth and act as a bridge to traditional treatment. YIP targets youth; who are abusing alcohol and/or drugs.
- b) EARN AND LEARN - Originated in July of 1983, NES reinforced its commitment to expanding the academic, cultural awareness and employment opportunities of Black youths. The program is designed to build skills and prepare youth for effective performance in school, work and community.
- c) UNITY - Funded by the Department of Public Health, this program is located at a high child density, low income housing development (15 Girard Ave, Springfield, MA). The program provides alcohol and other drug prevention activities for youth and adult groups. Unity delivers primary prevention services designed to reduce the use of abuse of alcohol and other drugs among school aged youth.
- d) PARTNERS IN YOUTH DEVELOPMENT PROGRAM - The Partners in Youth Development program is an alternative culturally-based program for youth between the ages of 16 to 21 who have dropped out of school and wish to continue their education.
- e) PARENTING TEENS - Funded by the Department of Social Services this program provides residential care (individual apartments) for teenage mothers. Focus is on parenting skills, mother-child bonding, emotional bonding, emotional maturity, and personal growth and development.
- f) EARLY CHILDHOOD EDUCATION CENTER - Developed in 1972 to provide daycare services for pre-school youngsters aged 2 years, 9 months to 5 years whose parents are working, in school or training programs, handicapped or disabled.

- g) PROTECTIVE FAMILY DAY CARE PROGRAM - Originating in 1979 this program was established to provide a stable home environment for youngsters from infancy to age 5. Children are placed in the home of a licensed day care provider in areas close to their residences, and receive meals, peer interaction, and structured educational activities.
- h) ETHOS I - Originating in 1975 and located at 56 Temple Street, Springfield, MA, Ethos I was established to provide a comprehensive residential treatment program for men and women with substance abuse problems.
- i) ETHOS III - Founded in January 1982, Ethos III was initiated for persons experiencing problems with drugs. The program's primary goal is to assist people to become drug free (specifically minority clients, Black and/or Hispanic) and increase their ability to function effectively.
- j) THE NES HIV/AIDS PROGRAMS (AO&E, AC&T, ACP, ACM) -The NES AIDS Programs provides outreach and educational services to African American families, community based organizations, church groups, fraternal and civic organizations, institutions, and IV drug users and their sexual partners.
- k) PERINATAL COMMUNITY INITIATIVES PROGRAM (PCIP) - The NES PCIP targets African American women who are pregnant and are at risk for negative pregnancy outcomes. PCIP provides case finding, intensive case management and information and referral services.
- l) FAMILIES C.A.N. - Funded by the Department of Public Health, this family support model promotes stability among families at high risk of placement of infants and children outside of the home. The program provides intensive and comprehensive case management and supportive services to high risk pregnant and parenting women and their families.

- m) PARENT AIDE PROGRAM - 1991, this program provides guidance and support to families where social isolation and lack of support systems contribute to the problems of child abuse and neglect. The focus is on providing a trusting relationship which will include positive modeling and building of support systems for the family.

2. AGENCY HISTORY

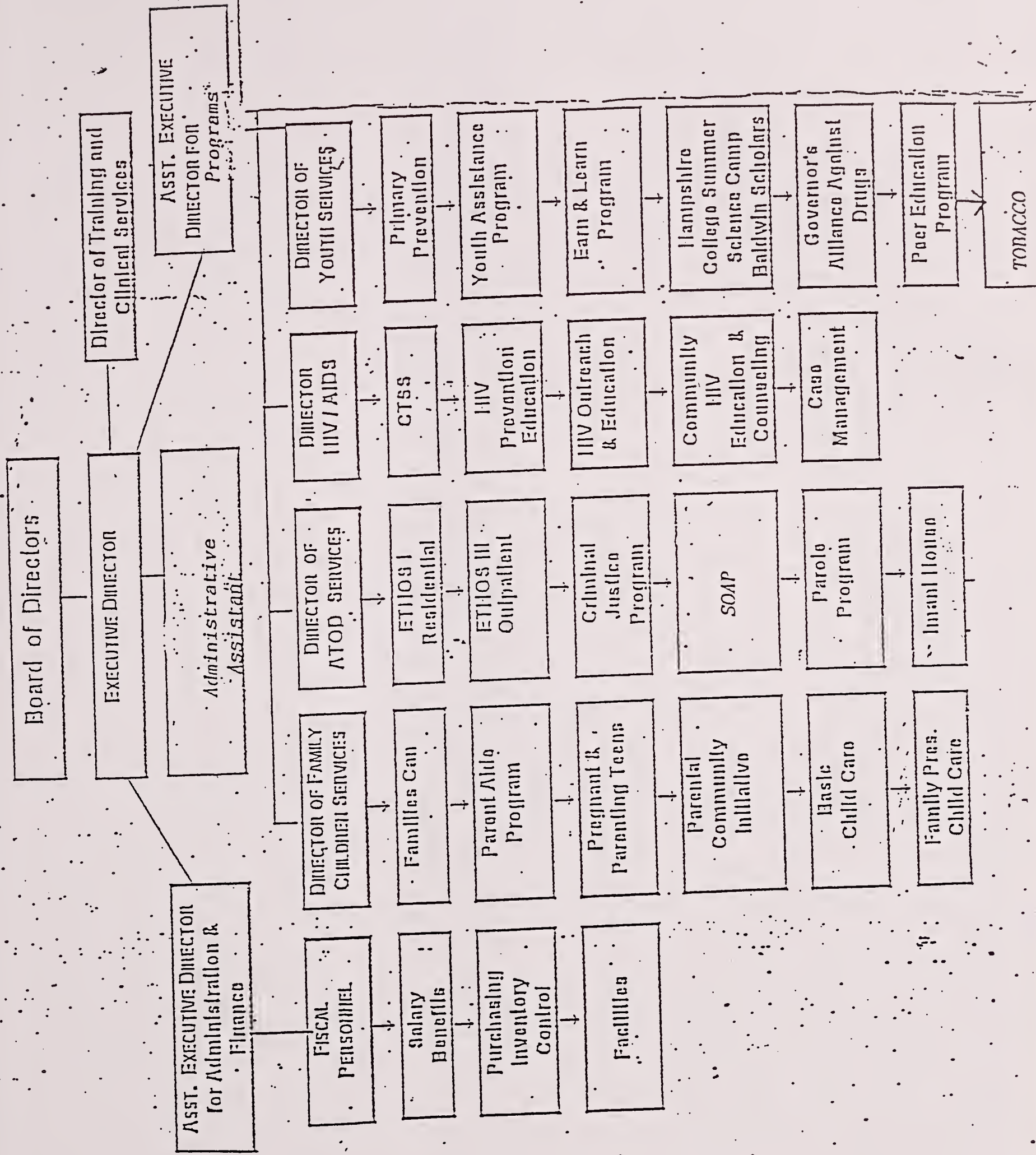
NES has served youth for approximately 30 years. For the first 10 years of its existence NES provided only youth services. Over the past 20 years NES has expanded its services such to become a comprehensive health and human service provider. NES have no program or service designated solely to tobacco control, however it does offer tobacco education as part of its substance abuse treatment services.

NES is located in the heart of the African American Community within easy walking distance for the majority of its target population. Moreover NES is situated directly on the PVTA bus line. All of the services offered under this contract (with the exception of those offered on site at religious institutions) will be provided at the 756 State Street site or at sites which are optimally assessible for individuals with disabilities.

The NES TOE Program will operate from 8:00AM to 5:00PM Monday to Friday and on evenings and weekends as determined based on the commitment to optimize assessibility and availability.

An Organizational Chart is appended

ORGANIZATION CHART



BOARD OF DIRECTORS



Northern Educational Service, Inc.

622 State Street

Tel. 733-2238

Springfield, Mass. 01109

Norma Baker, Executive Director

Rance A. O'Quinn, President

1993-94 BOARD OF DIRECTORS

Name

Office

Mr. Rance A. O'Quinn
Massachusetts Commission Against Discrimination
1 Ashburton Place
Boston, Massachusetts
Phone: (617) 727-3990 Extension 224

President

Mr. Andrew R. Cade
Vice President Minority Employment Service
Springfield Urban League
756 State Street
Springfield, Massachusetts 01109
Phone: (413) 739-7211

Vice President

Mr. Tommie Morrow
Accountant, Metrocom
11 Preston Street
Springfield, Massachusetts 01109
Phone: (413) 737-8446

Treasurer

Mr. Carl McCargo
Psychologist, South Valley Area Office
Department of Mental Retardation
44 Southbridge Road
Dudley, Massachusetts 01571
Phone: (508) 792-7756

Secretary

Ms. Marjorie Turkson
Caseworker, Center for Human Development
332 Birnie Avenue
Springfield, Massachusetts
Phone: (413) 733-6624

Asst. Secretary

Mr. Henry Twiggs
Housing Developer
78 Westminster Street
Springfield, Massachusetts 01129
Phone: (413) 732-6874

- Pre-School
- Supportive Family
35 Alden Street
Springfield, Mass. 01109
(413) 734-4124

- Ethos I
56 Temple St.
Springfield, Mass. 01109
(413) 733-1472

- Ethos III
756 State St.
Springfield, Mass. 01109
(413) 737-8523

FACILITY FLOOR PLAN

STATE STREET

ADMINISTRATION

Total area
2178 G.S.F.

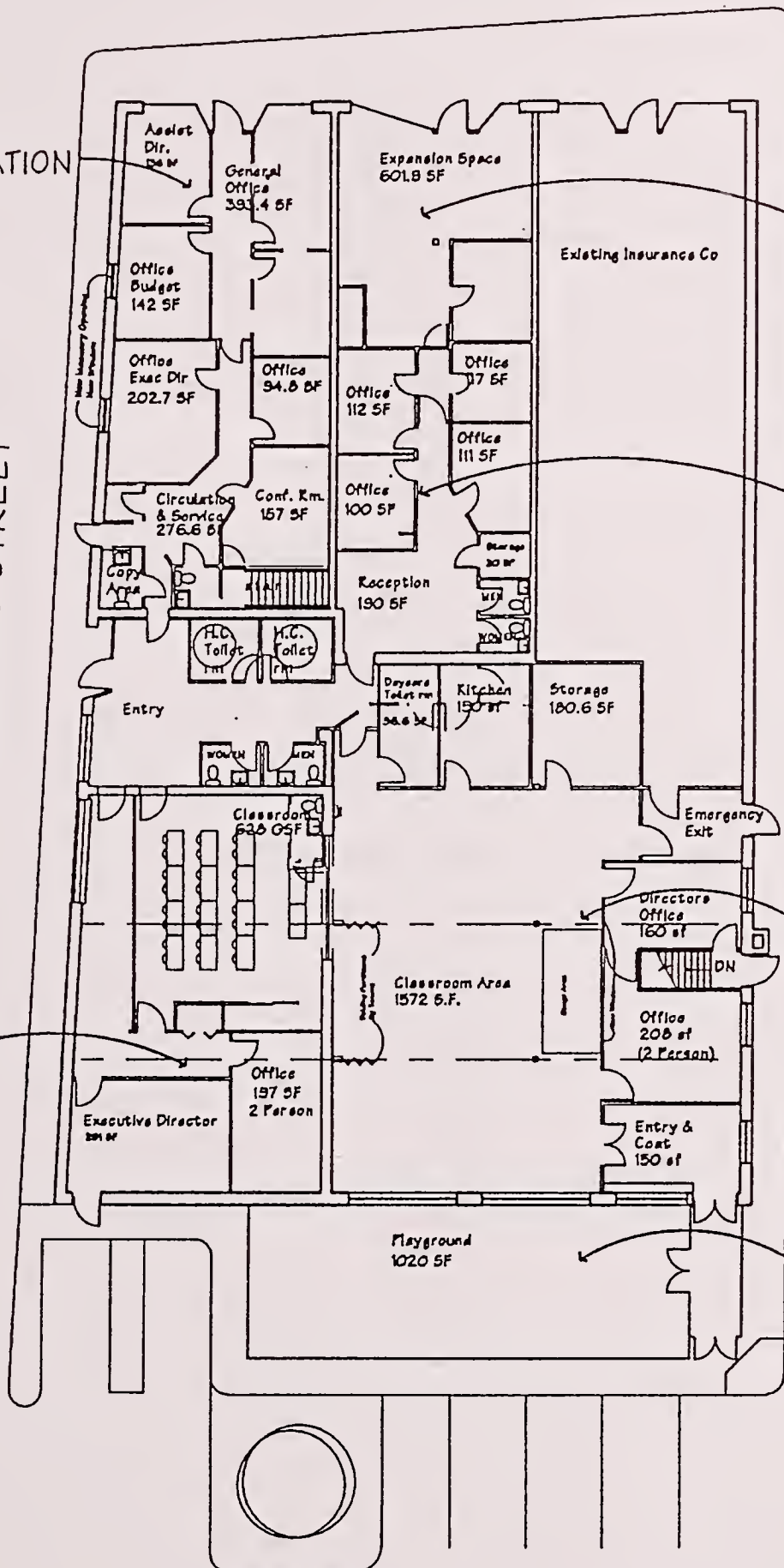
BASEMENT

Total area
1655 G.S.F.

ORLEANS STREET

INFANT MORTALITY

total area
868 G.S.F.



EXPANSION SPACE

total area
617 G.S.F.

YOUTH SERVICES

total area
including Classroom
1483 G.S.F.

DAYCARE CENTER

total area
2927 G.S.F.

DAYCARE PLAYGROUND

total area
1020 G.S.F.

PROGRAM	G.S.F.
DAYCARE	2,927
ADMINISTRATION	2,178
BASEMENT	1,655
YOUTH SERVICES	1,483
INFANT MORTALITY	868
TOTAL RENTAL SPACE	9,114
PLAYGROUND AREA	1020
PARKING SPACES	20
H.C. PARKING SPACES	2
TOTAL PARKING SPACES	22

Revised 10/17/94
PROGRESS PRINT NOT FOR CONSTRUCTION

New Facility For
Northern Educational Services
609 State Street

Schematic Design
Floor Plan
Showing Program
Arrangement With
Site Layout

Studio One Inc
Architects
979 Main Street
Cambridgefield MA

PERSONNEL POLICIES

Northern Educational Service, Inc.
622 State Street
Springfield, MA 01109

Effective July 1, 1994

President's Letter

To: All Employees .

Re: Personnel Policies ✓

In every organization it is necessary to establish a framework within which the efforts of employees can be directed in a manner which will advance both the objectives of the organization and the interest of the individual. Simply stated, every employee needs to know where h/she stands with his employer and what is expected of him/her.

With the growth of NES, it has become necessary to revise our current personnel policies. This has been necessitated by the number of programs, by the number of people employed, by the number of employee benefits provided by the agency, and by the increasing role of government in regulating the personnel function.

This manual has been prepared as a guide and reference for members of management at all levels of supervisory responsibility. It enjoys the unqualified approval of the NES Board of Directors.

Any policy; however, is only as good as its implementation, and the key to the implementation of policy is the supervisor who is responsible for and in direct contact with each group of employees. You are the individuals who must translate these ideas and principles into action, and it is upon you that we depend for the successful development of a productive and harmonious working environment for our employees. Accordingly, I request that each of you thoroughly familiarize yourself with contents of this manual, in order that all personnel policies of the organization may be administered fairly and effectively.

Rance A. O'Quinn
President
NES Board of Directors

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PERSONNEL POLICIES

I. Philosophy

Northern Educational Service Inc. is committed to improving the quality of life in Springfield's African-American community through services directed to the education, health, and cultural support needs of that community. While we deliver our services through an array of programs, we must also endeavor to consistently cultivate an external network of public officials, community groups, and private institutions to provide a broad base of support to help ensure the accomplishment of our mission. It is, therefore, critically important that there exist within NES an emphasis on a commitment to excellence to the quality of delivered services by all staff. It is expected that each employee will carry out this commitment whether their work day contacts are limited to other staff, or include clients, or our external support network.

In response to accepting or carrying out this mandate, NES is committed, through its personnel policies and practices, to provide all employees with a fair and supportive environment. Some of the critical elements in our personnel philosophy include commitment to:

- Equal Employment Opportunity

All hiring decisions are based on an individual's qualifications and with assurance of equal opportunity and treatment regardless of race, religion, creed, color, sex, sexual preference, age, national origin or disability.

- Open communications among all levels of staff

Constructive suggestions which relate to methods, procedures, working conditions, and the nature of the work performed are welcomed. Further, employees are encouraged to discuss freely any matter of interest or concern with their immediate supervisors or program directors.

- An understandable and consistently applied performance evaluation system

- A compensation system that bears a fair and reasonable relationship to the work performed

- A consistently applied job classification system

- Encouraging and supporting the professional growth and advancement of employment of staff who demonstrate the capacity and desire for increased responsibilities

Also included in this philosophy is clear support for those employees who are responsible for exercising customary managerial functions including the right to:

- Hire, assign, supervise, discipline and dismiss employees;
- Determine hours and place of work;
- Transfer employees within departments or into other departments and other classifications;
- Determine and change methods by which operations are to be carried out;
- Assign duties to employees in accordance with NES' needs and requirements and to carry out all administrative functions, and
- Establish, change and abolish its policies, practices, rules and regulations with approval from the Board of Directors where necessary.

To ensure that our statement of personnel philosophy and all areas of personnel policy are properly implemented, this policy manual has been designed as a communication tool for active use by managers and supervisors. It offers a standardized approach for the administration of personnel policies, and thereby is intended to reduce difficulties which might arise from unwritten policy, inconsistent policy or lack of proper communication.

II. Responsibilities

Personnel policy is established by the Board of Directors which also retains oversight and review of all personnel policies. The Executive Director has the responsibility for recommending and implementing personnel policy.

Program Directors have responsibility for ensuring that all supervisors and staff under their direction are well trained in the content and procedures associated with these policies and for assisting supervisory staff in the interpretation of policies where precedent has been established. Matters involving the application of these policies to unusual or precedent setting situations shall be referred to the Personnel Director. The Personnel Director shall handle all personnel matters for employees not under the supervision of a Program Director.

Supervisors are the primary point of contact with most staff and, therefore, play a key role in the day-to-day implementation of personnel policy. Situations requiring judgements that might be unusual or precedent setting must be referred to the Program Director and the Personnel Director.

The Equal Opportunity Officer for NES is the Personnel Director. The Equal Opportunity Officer has primary responsibility for monitoring equal opportunity and Affirmative Action matters throughout the agency and keeping the Executive Director, Board of Directors and all supervisory personnel informed on changes in law, regulations, policy, procedures or job groups with Affirmative Action imbalance. The Equal Opportunity Officer is also responsible for providing training to all staff on EEO/AA and performing the functions of a hearing officer in cases involving complaints of discrimination from staff, applications for employment or clients.

The Fiscal Officer has responsibility for enrollment of employees into benefit programs, financial administration of all employee benefits, payroll and earned time.

The Personnel Director is responsible for completion of all paper work, including benefits enrollment, necessary for the employment of staff. The Personnel Director is also responsible for coordinating new employee orientation; development and implementation of non-technical training programs, over-sight of the performance evaluation process; job posting and recruitment and employee counseling on work related matters.

III. The Work Environment

A. Statement of Non-Discrimination

NES is committed to a policy of non-discrimination. We do not discriminate in our hiring and employment practices against any person because of race, creed, color, national origin, sex, age, religion, sexual preference or disability. The agency's commitment in this regard is further enhanced through its Equal Access policy for the disabled, which provides equal access to services and in hirings and promotions for all such qualified individuals.

While NES' Equal Access Policy and Affirmative Action Plan are available and maintained as separate documents, they shall be considered as a part of the Agency's personnel policies.

NES believes strongly in our non-discriminatory policies. The circumstances of any reported incident will be fully examined by the agency and any person found violating these policies will be subject to disciplinary action as appropriate including immediate termination.

B. Statement on Harassment

Consistent with our concern that all employees be committed to achieving excellence in service delivery, it is NES' policy to provide its employees with a pleasant environment which encourages efficient, productive, and creative work. Consequently, we do not tolerate verbal or physical conduct by any employee that harasses, disrupts, or interferes with another's work performance or which creates an intimidating, offensive, or hostile environment. Harassment that is particularly directed to another employees or clients race, religion, creed, color, sex, sexual preference, handicap or national origin is of particular concern and the offender is subject to disciplinary action up to and including termination of employment.

Sexual Harassment

While all forms of harassment are prohibited, we must emphasize that sexual harassment is specifically prohibited. Each supervisor has a responsibility to maintain the work place free of any form of sexual harassment. No supervisor shall threaten or insinuate, either explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, shifts, or any other condition of employment or career development.

Other sexually harassing conduct in the work place, whether committed by supervisors or non-supervisory personnel, is also prohibited. Such conduct includes:

1. Unwelcomed or unsolicited sexual flirtations, touching, advances, or propositions;
2. Verbal abuse of a sexual nature;
3. Graphic or suggestive comments about an individual's dress or body; ✓
4. Sexually degrading words to describe an individual; and,
5. The display in the work place of sexually suggestive objectives or pictures, including photographs.

Any employee who believes that the actions or words of a supervisor or fellow employee constitute unwelcomed harassment has the responsibility to report or complain without fear of retribution as soon as possible to the Personnel Director who will discuss the incident with the supervisor.

All complaints of harassment must be investigated promptly and in an impartial and confidential manner by the supervisor or the Personnel Director. Complaints may also be about any outside party (e.g., vendors, clients, visitors, etc.) If an employee is not satisfied with the handling of a complaint or the action taken by the appropriate departmental supervisors, then the employee should bring the complaint to the Personnel Director for investigation. In all cases, the employee is to be advised of the findings and conclusions.

Any employee, supervisor or manager who is found, after appropriate investigation to have engaged in harassment of another employee will be subject to disciplinary action up to and including termination.

C. Drug-free Work Place

It is our intent and obligation to provide a drug-free, healthful, safe and secure environment. Employees are expected and required to report to work on time and in appropriate mental and physical condition for work. The unlawful possession or use of a controlled substance on agency premises or while conducting business off agency premises is absolutely prohibited and will result in disciplinary action, up to and including termination, or required participation in a substance abuse program. The unlawful manufacturing, distribution and dispensation of a controlled substance on agency premises or while conducting business off agency premises is absolutely prohibited and will result in immediate termination. This policy covers all employees.

The following are key procedural steps for the implementation of this policy:

1. At the time of initial hire, and thereafter at the time of their annual performance evaluation, each employee will receive a copy of this policy as adopted including the types of personnel action that might be taken against them for violation of the policy. Each employee will be informed, at these times, that they must abide by this policy as a condition of their employment.

2. An on-going drug-free awareness program will be conducted by the Personnel Director to inform employees of:

a. The dangers of drug abuse in the work place;

b. NES' policy on maintaining a drug-free work place;

c. The availability of substance abuse counseling, rehabilitation and employee assistance programs, and

d. The penalties that might be imposed upon employees for drug abuse violations occurring in the work place.

3. Further, as required by the Drug-Free Work Place Act of 1988, employees are required to report their conviction for violation of a controlled substance criminal statute while on agency premises or while conducting agency business off agency premises. This report must be made in writing within 5 days of the conviction to the Personnel Director. The Executive Director, in turn, must notify the grants/contracts officer(s) of the appropriate funding agency(s) within 10 days after receiving notice of the conviction. This notification will be limited to the employee's position and identification of the grants/contracts he or she was involved in. The employee's name is not reported. In the context of this policy, a "conviction" means a finding of guilt (including nolo contendere) or imposition of a sentence, or both, by any judicial body charged with the responsibility to determine violations of Federal or State criminal drug statutes.

4. Within 5 calendar days of notice of the conviction of an employee for the possession or use of a controlled substance on agency premises or while conducting agency business off agency premises, one or more of the following actions will be taken against the employee.

a. Probation for at least 90 days.

b. Suspension without pay for 5 days;

c. Ordered to enroll and satisfactorily participate in a substance abuse program approved for such purposes by a Federal, state or local health, law enforcement or other appropriate agency; or

d. Termination by the Executive Director if it is determined that the current use of the controlled substance prevents the employee from performing their job or they are a direct threat to property and the safety of others.

One or more of these disciplinary actions may also be taken if substantial evidence or violation of this policy is presented to the Personnel Director. This evidence may, for example be observation of a prohibited activity or discovery of a controlled substance in an employee's work area by a supervisor or other staff person while retrieving agency property, records, files or other work-related materials.

5. Upon notice of the conviction of an employee under this policy for the manufacturing, distribution or dispensation of a controlled substance, the Executive Director will immediately terminate that employee.

D. Use of Alcoholic Beverages

The use of alcoholic beverages on agency premises or while conducting business off agency premises is absolutely prohibited. Employees are expected and required to report to work on time and in appropriate mental and physical condition for work. Employees are encouraged to be mindful of this policy at lunch or the evening meal prior to the evening shift. Violation of this policy will result in disciplinary action, up to and including termination, or required participation in an alcohol abuse program.

E. Smoking Policy

1. Purpose and Background

Smoking is the single most preventable cause of death and disability in the United States. Furthermore, a substantial body of research documents that being exposed to environmental tobacco smoke pollution can seriously threaten the health of others as well.

As a leader among education and human-service agencies, Northern Educational Service is dedicated to the promotion of the health and welfare of its staff, clients, and visitors, and to serving as a model of good health promotion policies in the community. Because of genuine concern, Northern Educational Service is committed to maintaining a healthful, smoke-free environment.

2. Scope and Policy

The Smoking Policy applies to all persons while in any NES facility.

To help ensure a healthier, safer and more comfortable environment for staff and the general public, the smoking of tobacco products in the central administrative office and all other NES facilities is strictly prohibited.

Guests and visitors may not smoke in any NES facility. If necessary, they may use the outside designated smoking areas.

This policy will be reviewed periodically and modified as necessary to ensure that it continues to meet the needs of the NES community.

3. Enforcement

The success of this policy will depend upon the thoughtfulness, consideration and cooperation of smokers and non-smokers. Monitoring responsibility rests with all supervisory and management staff.

4. Agency Commitment

In an effort to help smokers successfully stop smoking, opportunities will be made available for employees to attend smoking cessation programs.

IV. Employment

It is our policy to hire individuals who are qualified for employment as determined by our standards of education, experience, aptitude and character. All decisions regarding recruitment, selection, and placement of employees are made solely on the basis of job-related criteria and consistent with the agency's Affirmative Action Plan. Every effort will be made to hire new employees for positions which best utilize their abilities and in which they will be able to achieve both personal satisfaction and opportunity for growth. In no event shall the hiring of an employee be considered as creating a contractual relationship between the employee and NES; and, unless otherwise provided in writing, such relationship shall be defined as "employment at will", where either party, with appropriate notice (see policies on resignation and termination), may dissolve the relationship.

A. Employment of Persons from the Same Family

NES restricts the employment of related individuals to the extent that immediate family members (spouse or significant other, child or stepchild, parent, grandparent or stepparent, sibling or aunt or uncle) may not work under the same immediate supervisor nor be in a reporting line to each other. This policy applies to regular and temporary employees. In addition, consultants to the agency who are related to any employee or member of the Board of Directors must disclose the nature of the relationship prior to award and acceptance of any contract. Failure to do so may be grounds for terminating the contract and disqualifying the consultant for future contracts with the agency.

B. Hiring Authority

The NES Board of Directors has the authority to hire and fire the Executive Director. The Executive Director has the authority to hire and fire the Program Directors, supervisors and all other personnel.

The Executive Director has delegated authority to hire new employees, subject to position approval and compliance with agency procedures, to management personnel at the level of Program Director with approval from the Executive Director. The authority to discharge employees rests only with the Executive Director.

C. The Recruitment and Hiring Process

A position vacancy may occur because of promotion, termination, resignation, retirement, transfer, reorganization or through determination that an additional position is needed to accomplish the work of a given area. If an existing position becomes vacant and it is appropriate to restaff that position, the hiring supervisor must initiate a Personnel Requisition form for

approval by the Personnel Director and the Executive Director. Both approvals must be given before any recruitment activity can be initiated.

Positions may be filled by:

- A combination of job posting and external advertising, or
- Executive transfer.

All positions not filled by Executive Transfer (see below) will be posted in all departments by the Personnel Director for five days when possible. During this posting period, community service agencies will be provided with vacancy announcements as will the Division of Employment Security. These external postings will be active for up to 15 days. Advertising in newspapers and other media will be used as appropriate.

1. Executive Transfer

Normally position vacancies will be filled by job posting or external recruitment. There are some instances, however, in which open positions will not be posted. They include, but are not limited to:

- Transfers (lateral or promotion) or demotion as the result of inadequate performance), deemed to be in the best interest of an individual and or the agency, that occur as a result of the displacement, potential layoff or termination of an employee.
- Agency obligations, such as return from medical leave of absence, military leave, Educational leave, etc.
- Reallocation of positions or resources within an organization unit.
- Extensive program reorganization.
- Reinstatement from layoff.

Executive transfers require approval of the Executive Director.

2. Responsibilities

There are several key players in the recruitment process: the recruiting supervisor, the Personnel Director, the Program Director and the Executive Director. Their responsibilities are as follows:

a. Recruiting Supervisor

Completes and submits a Personnel Requisition Form for approval by: the Program Director, the Personnel Director, and the Executive Director. The form must be accompanied by an up-to-date job description for the position. Selects a committee of at least 3 staff members to assist with interviewing applicants for exempt level positions. Committee members should include (1) someone who interacts with the position from another department or program if appropriate, (2) someone who is familiar with the work methods required in the position, and (3) one other supervisor. Internal applicants may not be a member of the committee.

Completes and submits a Hiring Recommendation Form for approval by the Program Director, Personnel Director and Executive Director. This form must be accompanied by the applicants resume and/or application form, results of the reference check, and the recommended starting salary. Arranges mutually agreeable transfer date with current supervisor of successful job post applicant.

b. Personnel Director

Monitors and approves all steps in the recruitment process.

Disseminates position vacancy notices throughout NES, to community service agencies, the Division of Employment Security and other referral sources. Places advertisements in media as appropriate.

Screens job post and external applications to eliminate those who do not meet the minimum requirements for the position. Job post applicants who are not qualified are counseled by the Personnel Director on professional development strategies.

Performs written reference check on external candidates: Meets with current supervisor of the job post applicants and reviews the attendance and performance evaluations of job post applicants as reference check. Develops EEO/AA applicant flow data.

Keeps all applicants informed of their status in the recruitment process.

c. Program Director

Approves Personnel Requisition and Hiring Recommendation forms.

d. Executive Director

Approves Personnel Requisition and Hiring Recommendation forms.

Sends formal letter to the selected candidate.

The letter includes, at a minimum, the position title, its classification (exempt or no-exempt), starting salary, start date, and that there will be a 180 day probationary period for new external hires or 60 days for successful job post candidates.

3. Job Post Procedure

Employees who have been in their current position for at least 1 year and are not on performance probation are eligible for promotion or transfer through job posting. The one year requirement may be waived by the Executive Director if it meets the needs of the agency because an employee has special job-related skills. Supervisors and Program Directors may recommend employees for consideration. The job post procedure is as follows:

a. Employees interested in applying for the position are encouraged to have preliminary discussions about their qualifications with the Personnel Director before submitting a written application. It is expected that the Personnel Director will counsel those employees who do not meet at least the minimum position qualifications on professional development strategies.

b. Employees must submit the job post application form to the Personnel Director by the posted closing date. The Personnel Director will forward the applications of those employees who meet the qualifications for the position to the recruiting supervisor.

c. The recruiting supervisor will select job post applicants for interview. In doing so, the supervisor should obtain the attendance records and last three performance evaluations from the Personnel Director for review. For exempt positions, the strongest applicants must be next interviewed by a committee established to assist with evaluating candidates for the position. The committee does not have hiring authority, but makes recommendations to the recruiting supervisor. For non-exempt positions, an additional person appointed by the Program Director may assist the recruiting supervisor with the interviewing process.

d. When the applicant is notified that s/he will be interviewed, s/he is required to inform their supervisor and arrange for appropriate time away from their work station.

e. Employees are allowed time away from their work station for job interviewing related to promotions. Employees participating on interviewing committees are also allowed time away from their work stations.

f. The recruiting supervisor must discuss candidates with their current supervisors as a reference check.

g. If a job post candidate is selected to fill the position vacancy, the recruiting supervisor must complete a Hiring Recommendation Form for approval by the Program Director and Executive Director. Included in the form is a recommended starting salary.

Also, as part of completing the Hiring Recommendation form, the hiring supervisor must notify the employee's current supervisor of the intent to hire and arrange a mutually agreeable transfer date. After the hiring recommendation is approved, a verbal offer may be extended to the candidate.

Finally, a letter of hire is sent to the successful candidate by the Executive Director which specifies the position title, its classification, the employee's new salary, starting date and that there will be a 60 day probationary period in the new position.

4. External Recruitment and Hiring

External recruitment begins simultaneously with the job posting process. It is initiated by disseminating copies of the position vacancy notice to community service agencies throughout Springfield and the Division of Employment Security. Newspapers and other sources may also be used as appropriate. Note that NES does not pay any employment agency fees for non-solicited referrals of individuals to fill job openings. The Executive Director may, however, approve payment for recruiting assistance from selected employment agencies and professional recruiters if attempts to fill a needed position through other sources have been unsuccessful. In all instances, it is NES' policy that employees who have been laid off in the prior 12 months must be given consideration before any external candidate is hired.

5. Pre-Employment Physical

Candidates for positions that staff the day care center and residential programs are required to pass a medical examination. The medical examination is made only after the candidate has been extended a "conditional job offer", i.e., an offer of employment that is only valid if the medical examination is passed. The medical examination must be limited to determination as to whether the candidate is physically able to perform the essential functions of the job, with reasonable accommodation if necessary. Further, physicians should not disclose any medical history of physical condition that does not pertain to the candidates present inability to perform the essential functions of the job. A copy of the examination report must be provided to the employee upon request.

In addition to the medical examination, candidates for all positions must have a tuberculosis test before starting work and receive such a test every two years on or about their anniversary date.

6. Criminal Offense Records Investigations

Criminal Offense Records Investigations (CORI's) are conducted prior to confirmation of employment where applicable.

However, NES understands that in the employment situation an arrest record may be without consequence and tend to discriminate, except in those instances where an arrest record may have a negative impact on the work responsibility:

a. Certain felony convictions are forbidden where individuals hired in positions that require bonding/fiscal responsibilities.

b. Child abuse/neglect convictions and records that bear directly on employment in NES Daycare Centers and Parenting Programs.

D. New Employee Orientation

All new employees will be given a full orientation to the agency, the program they will work in, and their job. Employees who are transferred or promoted into a new position will receive an orientation focused primarily on their new responsibilities and any change in their benefits.

Responsibility for the different parts of the orientation process are assigned as follows:

1. Personnel Director

- a. The agency's history, mission, and management structure;
- b. Equal Employment Opportunity and Affirmative Action;
- c. Standards of conduct and drug-free work place policy;
- d. Compensation, time sheets and pay days;
- e. Vacations, holidays, sick leave and leaves of absence;
- f. Probationary period;
- g. Absenteeism and tardiness;

- h. Problem resolution procedure;
- i. Introduction to the Executive Director, and
- j. Any other immediately pertinent sections of the personnel policies.

2. Recruiting Supervisor

- a. Introduction to fellow employees and other program supervisors.
- b. Tour of the program facilities;
- c. Detailed description of the job, standards of performance and other program supervisors;
- d. Relation of employee's job to other jobs in the program and in related programs;
- e. Lunch and break periods. Location of rest rooms;
- f. Personal phone calls and personal mail;
- g. Performance evaluations, and
- h. Subsequent follow-up meetings to answer questions, review key information and check on success of the employee during the probationary period of employment.

E. Employee Classification

To accomplish our mission, NES staffs its programs with a variety of positions that fall into a number of categories. The agency's table of organization is intended to provide for effective and efficient delivery of quality services and represent the optimum use of financial resources. All positions are either exempt or non-exempt. Exempt positions are held by professional and supervisory staff who are not entitled to overtime pay. All other regular staff fall into the non-exempt category and are entitled to receive overtime pay. Positions are further classified into the following categories:

a. Full-time: employees whose regularly scheduled working hours total 40 hours or more during the week. All benefits are prorated for full-time employees who work less than 40 hours per week.

b. Part-time: employees whose regularly scheduled working hours total less than 40 hours per week. Part-time employees whose regularly scheduled hours total at least 20 hours per week are eligible for leave and fringe benefits on a prorated

basis.

c. Regular staff: either full-time or part-time employees who were hired through the normal recruitment process and have successfully completed the 180 day probationary period.

d. Temporary: someone hired for short-term assignments, including summer help, that cannot exceed 9 months. Temporary staff do not receive any fringe benefits, including sick and vacation leave.

A temporary position may be converted to a regular full-time or part-time position on approval from the Executive Director. The incumbent temporary may apply for that position through the job post process. Temporary staff, however, may only apply for other regular staff position vacancies as external candidates.

Temporary employees are typically recruited through the same methods and resources as all other staff. In this instance, however, the recruiting supervisor is not required to use an interviewing committee, but approvals for the Hiring Recommendation Form are the same as for regular staff positions.

Summer help will be assigned to work stations according to their qualifications by the Personnel Director. If the number of summer help applicants exceeds available positions, the Personnel Director will conduct a lottery to limit the pool with further screening based on applicant qualifications.

5. Relief staff: someone who works on an on-call basis to fill in for regular staff who work in programs with 24 hour coverage. They are paid an hourly wage for hours worked and receive no fringe benefits nor do they accrue leave.

In addition to these classifications, NES, from time to time, may also contract with consultants who are hired for a specific project on a daily, hourly or task specific basis. No benefits are accrued to consultants and consultants are not employees of the agency. All consultants must submit a narrative report of all work performed along with their invoice for payment. Such reports are approved by the Program Director/Manager for whose program such work was performed.

Individuals who sub-contract services with NES must have appropriate liability coverage as applicable, and are not considered employees.

F. Hours of Work

It is NES' policy to establish working hours as required by work load and purpose, client service needs, and the efficient management of personnel resources.

The standard work week is 40 hours excluding 5 one hour unpaid lunches. Employees are entitled to two 15 minute breaks, one during the first 4 hours of work and one during the second 4 hours. Breaks are considered as time worked. Breaks may not, however, be combined with time taken for lunch.

Attendance at meetings, training programs, lectures and other events is considered time worked if the employee's attendance is required by NES as a job related activity.

When a program is required to work more than one shift per day, the hours of work for each shift shall be determined by the Program Director. The Program Director will designate the staff person(s) who will work the hours. Employees shall be informed of their scheduled shift hours and of any changes to the schedule as far in advance as possible.

Employees may be required to work overtime (in excess of 40 hours in a work week) whenever it is deemed necessary by their supervisor and approved by the Program Director. Prior approval for any paid hours over 40 hours per week must be granted by the Program Director. Overtime should not be an unusual occurrence and should be kept to a minimum.

All employees are required to complete an individual time sheet showing their daily hours worked and leave time taken. Unapproved absences shall not be considered as hours worked for pay purposes.

Supervisors shall inform employees that they will not be paid for certain hours of absence. Time sheets are official agency records which are subject to vigorous audit. It is of the greatest importance that they be complete and accurate. Filling out another employee's time sheet or falsifying one's own time sheet is prohibited and may be grounds for disciplinary action, up to and including termination. Supervisors, however, are permitted to complete time sheets for staff they supervise in the employee's absence.

Overtime

All non-exempt staff are paid hour for hour for up to 40 hours per week. Work in excess of 40 hours must be approved in advance by the Program Director and the Executive Director. Any time worked in excess of 40 hours in any one week will be compensated at 1.5 times the normal hourly rate of pay.

V. Disciplinary Action and Termination

It is our policy that employment may be terminated because of an employee's resignation, discharge, or retirement; the expiration of an employment contract; or a reduction or reorganization of the work force. Discharge can be for any reason not prohibited by law, including employee misconduct or unsatisfactory job performance. In the absence of a specific written agreement, employees are free to resign at any time, and we reserve the right to terminate employment for any reason.

A. Resignation

All employees are expected to give written notice of their intent to resign. Professional, supervisory and managerial employees are expected to give at least 4 weeks notice. All other employees are expected to give at least 2 weeks notice. Employees who fail to give the required notice may be ineligible for re-employment.

B. Discharge

Discharge may result for failure to meet expected standards of job performance or conduct. When discharge occurs, it is usually at the end of a progressive disciplinary process or because the employee's conduct is so gregarious as to warrant immediate discharge. Immediate discharge may be warranted in the following instances:

- Unauthorized possession of mace, firearms or other weapons or agency property;

- Insubordination -- the refusal by an employee to follow a job-related assignment unless the assignment would cause the employee to commit an illegal or immoral act and/or the act might jeopardize the employee's health or safety;

- Theft, misuse or willful damage of agency property of another employee or a client;

- Falsifying any agency record or report, such as an application for employment or time sheet;

- Falsifying records to obtain or change benefits for, or on behalf of, a client;

- Verbally threatening another employee or a client;

- Physically attacking another employee or client;

- Violating the "Drug-Free" policy as noted;

- Violating the "Use of Alcoholic Beverages" policy as noted;

- Violating the "Standards of Conduct" policy.

In most instances, progressive discipline is the appropriate response to personnel problems that may occur. The purpose of disciplinary action is:

- To redirect the actions of an employee by informing or reminding him/her of accepted standards of work and/or conduct.

- To stop undisciplined behavior of an individual when there is a negative impact on client services, other employees, or the smooth operation of the agency.

The following procedures are defined to identify for all staff the process to be utilized in disciplinary actions at NES.

1. New Employees

As part of the orientation process, each new employee will be given a copy of the personnel policies, any policy amendments or additions, and a copy of the agency's Standards of Conduct. It is the responsibility of all new employees to read, understand, and adhere to the personnel policies.

New employees are automatically placed in a probationary status for the first 6 months of their employment. During this time, the supervisor is expected to evaluate the employee's progress in learning and performing the requirements of the job. While in probationary status, an employee may be recommended for termination by the supervisor if for any reason in the supervisor's judgement the employee is found to be not suited for the position. The supervisor may exercise the option of immediate termination, or giving the employee up to two weeks notice.

Program Directors recommending termination of a new employee must consult with the Personnel Director and the termination must be approved by the Executive Director.

2. Regular Staff

For offenses involving misconduct or poor job performance which warrant disciplinary action, the supervisor shall initiate the following process.

a. Verbal Warning

The supervisor will meet with the employee to discuss the performance problem, its seriousness and to inform the employee of the corrective steps that he/she needs to take.

This is a confidential meeting between the employee and the supervisor. At this point, a simple note to the supervisor's separately maintained file with a copy to the employee is the only record of the discussion.

b. Written Warnings

A written warning may be initiated by the supervisor at any time if in the judgement of the supervisor in consultation with the Program Director and Personnel Director that it is warranted.

The written warning will include the behavior(s) in question, citing specific instances, and a specified time frame and plan for corrective action. A copy of the warning, signed by the supervisor, will be given to the employee. While it is desirable that the employee also sign a copy of the warning acknowledging its receipt and understanding, this is not mandatory and the absence of the employee's signature has no affect on this personnel action.

The supervisor will send copies of the warning to the Program Director and the Personnel Director for placement in the employee's personnel file.

c. Termination Alert

An employee who has been issued two written warnings on the same or unrelated issues within a six-month time period and has not complied with the warning will be recommended by the supervisor for Termination Alert status. In this instance, the following procedure applies:

(1) The supervisor will document the performance or misconduct along with efforts made to correct the situation. Where possible, this should include dates, instances, and content of meetings held with the employee to discuss the situation. This should be in the form of a written report to the Program Director for the first level of review.

(2) The Program Director forwards the report to the Personnel Director for review. If the documentation is found to be satisfactory, the supervisor will be instructed to draft a memorandum for approval by the Program Director and Personnel Director to the employee which defines the performance problem, the corrective action that must be taken, the support that the employee will receive, and the time frame for accomplishment. Usually, the period of termination alert will not exceed 90 days. This status may, however, be extended if, in the judgement of the supervisor, it is warranted.

(3) When the termination alert memorandum is approved, the supervisor will meet with the employee for the purpose of

delivering the memorandum and explaining it to the employee.

(4) Prior to the termination alert being implemented, the employee may appeal the status to the Program Director.

(5) The employee may be recommended for termination at any time during the termination alert status period by the supervisor if sufficient progress is not being made to correct the performance problem or if the conditions of the termination alert are violated. Terminations may be appealed through the Program Director to the Executive Director.

C. Termination Pay

1. Employees Who Resign

It is our practice that receipt of final pay be based on (1) an approved time sheet being submitted by the cut-off date for the next pay period to the fiscal office and (2) completion of check-out procedures. Staff who voluntarily resign will receive their last paycheck inclusive of any accrued benefits that are paid on termination, on the next regular pay day following their last day of work.

a. Involuntary Terminations

Employees who are discharged for cause will receive their pay and any paid accrued benefits on their last day of work. This practice also applies to employees who are laid off. NES does not give severance pay; however, in lieu of 2 weeks notice, the agency may elect to give 2 weeks pay to terminated employees who are not discharged for cause.

b. Lost or Damaged Agency Property

If any agency property in the employee's possession has been lost or damaged, the cost of replacement will be deducted from the employee's final pay. The amount deducted shall not reduce the employee's earnings below the current minimum wage and, in the case of a non-exempt employee, shall not be deducted from time and one-half pay for overtime. Such deductions shall be made from the employee's accumulated paid days of leave or accrued vacation if available. If the employee has an outstanding salary advance, that amount will be deducted from the final pay.

D. Return of Agency Property and Explanation of Benefits

The Personnel Director will meet with all terminating employees to accomplish the following:

1. Explain any conversion benefits under NES' group insurance plans;

2. Explain options for the retirement plan if the employee is vested in the plan;

3. Obtain the correct address for mailing Internal Revenue Service Form W-2 and state tax with withholding forms;

4. Confirm the return of all agency property in their possession;

5. Remind the employee to take all of their personal belongings. Personal property left longer than 30 days shall become the property of NES to dispose of as NES sees fit unless there is a written agreement to the contrary, and

6. Have the employee sign a form authorizing the agency to provide a job reference based on the employee's most recent performance evaluation.

E. Exit Interviews

Exit interviews will be conducted by the Personnel Director for all terminating employees except those who have been discharged. The purpose of the exit interview is to develop a clear understanding of why the employee is leaving so that, where, appropriate, action can be taken to address relevant issues.

Exit interviews are conducted by means of a written questionnaire which is given to the employee to complete at least 1 week prior to their last day of work. As part of the check-out process, the Personnel Director reviews the employee's responses with the employee to ensure that they are complete. The data collected is entered into the Human Resource Data Base and the questionnaire becomes a part of the employee's personnel file. Information stored in the data base is only reported in the aggregate so that employees may not be specifically identified.

F. Reduction in Force and Reorganization

As a general principle, NES will seek to avoid any reductions in force. To this end, the agency places a priority on and actively devotes resources to planning and program development. Should a reduction in personnel nonetheless become necessary, NES will attempt to implement the reduction in the least disruptive manner feasible through attribution, voluntary layoffs and retirement.

Where the agency determines that non-voluntary layoffs and/or reorganization are necessary, decision-making will be guided by the following general principles:

1. Revised staffing patterns should protect the staffing integrity of the various programs by limiting layoffs to the programs directly affected by funding cuts, including central administration, and by prohibiting "bumping" from affected programs to unaffected programs.

2. Revise staffing patterns will ensure NES! ability to survive in the future by retaining staff who are committed to the agency and who have the ability and flexibility to recover, grow, and continue to provide service with excellence;

3. Revised staffing patterns will reflect an obligation on the part of NES to provide the maximum possible opportunity for continued employment to those who have demonstrated such commitment and performance excellence and who, in addition, have the flexibility and willingness to accept changes in assignments together with the ability to perform such new assignments within a reasonable period of time.

4. Revised staffing patterns will incorporate reductions and or reorganizations in central administrative staff as well as program staff.

When the need for a reduction in force and/or reorganization arises, the Executive Director will first identify the monetary savings which must be realized and then the unit or units which will be subject to these changes. All affected staff will be notified in writing that their unit is subject to a reduction in force or reorganization. Prior to any involuntary layoffs, opportunity shall be given for employees in the affected units to take voluntary layoffs.

The Program Director and the Personnel Director will propose a new staffing pattern with an appropriate number of employees, subject to the approval of the Executive Director. Based on this, the Program Director and Personnel Director will identify particular employees who may be offered the opportunity to retain a position. Every effort will be made to make offers at the employee's current compensation level. In reaching this decision, the Program Director and Personnel Director will be guided by the following criteria and point system:

CRITERION

POINTS

1. Performance in present position based on most recent performance evaluation with update covering the period since the last evaluation.

Exceptional (exceeds requirements of the position)

5

Very Good (rated excellent in several categories)

4

Good (meets the requirements of the position)

3

2. Potential to succeed in new position:

Previously performed proposed duties satisfactorily for at least 6 months

5

Has all skills required for proposed duties

4

Has some skills required for proposed duties

3

3. Seniority with NES

1/4 point per completed year with NES up to 5 points

(0-5)

Fair (needs improvement)

2

Unsatisfactory

0

VI. Performance Evaluations

It is our policy that performance evaluations be viewed by supervisors and employees as an on-going process that has as its goal the highest quality performance possible from each individual staff member. The key to successful performance evaluation and consequently high quality performance is clear, objective and timely communication from the supervisor to the employee about the employee's performance. It is also important that employees be responsive to feed back offered by the supervisor.

A. Newly hired staff, whether part-time or full-time, are placed on probationary status for the first 180 days of their employment. This is to allow sufficient time for the supervisor to train, observe and evaluate the new employee's ability to perform the requirements of their job. During this period, the supervisor will adhere to the following performance feed back evaluation schedule:

1. 1st two weeks of employment -- provide a full orientation to the position and its responsibilities and daily feed back to the employee;

2. 3rd through 8th week -- provide weekly feed back;

3. At end of 3rd month -- informal (unwritten) performance evaluation. All the key topics that would be included in a formal written evaluation are to be covered. The purpose of this evaluation is to give the new staff member a clear summary of their progress to date and areas where improvement is needed;

4. 4th and 5th month -- monthly feed back sessions;

5. 6th month -- formal written evaluation.

B. Regular Staff

Supervisors are expected to make every effort possible to have one-on-one feed back sessions with each person on their staff at least once a month. These sessions do not have to be lengthy, but should allow sufficient time for the supervisor and employee to exchange views on performance, support needs (e.g., additional training or short-term closed supervision on some aspects of the job), or work-place issues. These sessions are very important for testing morale in the unit, identifying work place problems and surfacing personal problems that may impact on performance.

C. The Annual Performance Evaluation

All employees will receive a written performance evaluation at least annually on or about their anniversary date. Timeliness and quality of performance evaluations are factors in the evaluations of supervisors. The procedure for the annual evaluation and 6 month evaluation for new employees is as follows:

1. One month prior to the evaluation's due date, the Personnel Director sends the employee's supervisor the performance evaluation form, a copy of the employee's current job description and a copy of the employee's prior evaluation, if available, for work performed in the position.

2. Upon receipt of the above listed materials, the supervisor will:

- a. Review the job description to determine if it is current and accurate. Make changes as appropriate;

- b. Review the prior performance evaluation;

- c. Make discussion notes on the employee's performance during the review period using observations and notes from one-on-one sessions as the information base.

- d. Schedule a meeting with the employee in which the employee is offered the opportunity to evaluate their own performance. If regular feedback sessions have been held with the employee, this self-analysis should be consistent with the outcomes of those meetings. If there are significant differences, the supervisor should probe to determine why the employee holds the opinion expressed.

- e. Prepare the written evaluation for review and approval by the Program Director and Personnel Director.

- f. Provide the employee with a copy of the evaluation for review at least 24 hours prior to the scheduled evaluations meetings.

- g. Meet with the employee to discuss the evaluation. At this time, the employee is expected to sign the evaluation. Their signature is to indicate that they have read, understood and received a copy of the evaluation. Their signature does not indicate that they agree with the evaluation. If there is disagreement, the employee is encouraged to submit a written rebuttal which is attached to the evaluation and together they are placed in the employee's personnel file.

VII. Pay Practices

A. Salary Administration

It is NES' policy to pay each employee every two weeks on the Tuesday following the pay period unless that Tuesday is a holiday. If the pay day should fall on a holiday, pay checks will be issued on the Monday prior to the usual pay day.

The gross amount of pay in an employee's check is based on their regular hourly rate plus their over-time rate, if eligible, for any hours worked in excess of 40 hours in a week during the two week pay period. The net pay will reflect the following deductions:

1. Statutory Deductions

- a. Federal withholding taxes
- b. State withholding taxes
- c. FICA (Social Security Tax)

2. Voluntary Deductions

- a. Health insurance contributions
- b. Retirement plan contributions
- c. Life insurance
- d. Disability
- e. Other deductions elected by the employee under agency benefit programs

3. Other Involuntary Deductions

- a. Garnishments
- b. Attachments
- c. Levies by the Internal Revenue Service or other taxing authority, or other similar order requiring payment of a portion of an employee's compensation to someone other than the employee.

B. Time Sheets

The document that triggers the issuance of a pay check is a completed and approved time sheet. Time sheets must be approved by the appropriate supervisor and by the Program Director if overtime is involved. Time sheets must be submitted to the fiscal office by 5 P.M. on the last Thursday of the pay period. Time sheets that are submitted late may delay the issuance of a pay check to the next regularly scheduled pay day.

C. Salary Advances

NES recognizes that employees may experience financial emergencies. To assist employees with short-term urgent financial problems, employees may request salary advances. These advances can be requested no more than once in a 12 month period.

An employee may request an advance of up to their bi-weekly net pay. Staff who are in one of the following categories are not eligible for a salary advance:

1. New employees still within the 180 day probation period.
2. Employees on termination alert.
3. Temporary employees.

Eligible employees seeking a salary advance must schedule an appointment with the Personnel Director to explain the circumstances and urgency of need. The Personnel Director in turn will consult with the employee's Program Director to determine if there are any adverse personnel actions likely against the employee or if there are any known situations that might bear negatively on the request. When the Personnel Director determines that efficient information has been obtained to substantiate the request, s/he will meet with the Executive Director to determine the final disposition of the request and method of repayment. Generally, advances will be based upon:

1. The financial condition of the agency precludes the approval of any salary advances; or,

2. The combination of statutory, voluntary and involuntary deductions from the employee's pay being such that the additional burden of the salary advance would likely exacerbate the employee's situation.

Exceptions may be made by the Executive Director based on individual circumstances. All advances are to be repaid within 90 days, or the end of the Program year, whichever comes first.

Every effort will be made to inform the employee of the disposition of the salary advance within 3 days of the employee's request. If the request is approved, the employee will be required to sign an agreement authorizing payroll deductions for repayment of the advance.

D. Salary Ranges and Starting Salaries

It is our policy to establish salaries and salary ranges that are equitable and comparable to those paid by similar agencies in Springfield and reflect at least the minimum end of the price range provided in the Massachusetts Division of Purchased Services' Component Pricing Manual. Each position in the agency has an established minimum and maximum rate of pay. All salary ranges are recommended by the Personnel Committee and approved by the NES Board of Directors.

Generally, new employees are hired at the range minimum. Program Directors, however, may recommend higher starting salaries based on an applicant's experience or skill level or on the need to be competitive in the marketplace. All salaries must be approved by the Executive Director.

E. Merit Increases

Employees are eligible for merit increases on their anniversary. The award of merit increases is based on the quality of an employee's performance as presented in their performance evaluation and the financial ability of the agency to make such salary increases. Merit increases will not exceed the high end of the range provided in the Massachusetts Division of Purchased Services' Component Pricing Manual. Total dollars in the merit increase pool and formula for distribution is approved annually by the Board of Directors.

F. Promotional Increases

Employees who are moved to higher level positions as the result of Executive Transfer or Job Posting will be eligible for a pay increase. In these situations, promoted employees whose current salaries are below the minimum for the new position will be promoted the minimum of the new range plus 5% of the current salary. Promoted employees whose current salary is above the new position's minimum will receive a 5% promotional increase. Promotional increases will not exceed the high end of the range provided in the Massachusetts Division of Purchased Services' Component Pricing Manual.

G. Position Down Grades

As the result of agency reorganization, reduction in force or poor performance, an employee may be moved into a position with a lower pay range. If this should occur, the employee will be able to maintain their current salary for a transitional period of 30 days. After that, the employee's salary will be adjusted to the new range. Typically this adjustment will be to the mid-point of the new range unless the employee's current salary is below that range's mid-point. In such an instance, the new salary will be set

at the first quartile of the new range. Employees who voluntarily seek a position with a lower pay range will not be eligible for the 30 day transitional period. All such pay adjustments will reflect the cost standards and principles provided in the Massachusetts Division of Purchased Services' Component Pricing Manual.

VIII. Reimbursement of Employee Expenses

A. Travel

Employees are reimbursed for the use of their personal automobile at the rate established and published annually and for parking and tolls for authorized travel connected with agency business. Travel between home and work is not reimbursable. Travel by bus, taxi or other public conveyance for which a fare is paid is reimbursed at the rate of the fare. Employees must submit completed travel vouchers that are approved by their Program Director. Every effort must be made to get and submit receipts for all tolls, parking and fare charges.

B. Meal Reimbursement and Lodging

In certain instances, travel on behalf of the agency may require an employee to be away from their work site for 1 or more days. In such instance, the agency pays for any lodging and reimburses the employee for meals during the travel period. There is no reimbursement for meals that would ordinarily be taken prior to departure. For example, if the traveler departed at 8 A.M., a reimbursement for breakfast disallowed.

An approved travel voucher with receipts must be submitted to the fiscal office to receive reimbursement. The rates for reimbursement are established and published annually.

IX. Employee Benefits

It is NES' policy to provide its employees with various welfare and pension benefits. Information and summary communications intended to explain these benefit plans are furnished to all plan participants and beneficiaries at the time of hire and updated on a timely and continuing basis. All benefits provided are described in official documents, or Plans, which are kept on file in the personnel and fiscal offices. If any questions or dispute should arise concerning benefits provided under this policy, these official documents are binding and shall prevail.

A. Statutory Benefits

Certain employee benefits are mandated by law. These are Social Security, Workers Compensation and Unemployment Compensation.

1. Social Security (FICA) -- This federal program provides for income after retirement, or, in some cases, disability. The agency and the employee share the cost. The employee cost is paid through automatic payroll deduction each pay period. The rates are set by the federal government.

2. Workers Compensation -- This state program provides for continuing income during disability caused by work-related injury or illness at levels determined by state law. To be eligible for workers compensation benefits, all accidents, regardless of the extent of injury, and illness must be reported to the immediate supervisor as soon as practical after the occurrence.

3. Unemployment Compensation -- The state/federal program provides for continuing income following layoff or termination not due to the employee's deliberate misconduct at levels and for terms set by the state.

B. Health Insurance

NES maintains a group health insurance plan which is available to all regular staff who work at least 30 hours per week and have been employed for at least 3 consecutive months. Under this plan, the agency pays 70% of the premium for the individual or family plan. Enrollment information may be obtained from the personnel office.

If more than one member of an immediate family is employed by NES and eligible for health insurance, all must come under the same coverage with the exception of children 19 to 23 years of age who are not self-supporting or full-time students.

C. Life, Accidental Death & Dismemberment, & Disability

NES offers regular staff who work at least 30 hours per week for 6 consecutive months group life, accidental death and dismemberment, and disability insurance based on the availability of funds. A current description of this insurance plan may be obtained from the fiscal or personnel offices.

D. Retirement

NES has established an employee retirement plan. To be eligible for participation, employees must be at least 20.5 years of age, be employed for 6 consecutive months and completed 1000 hours of service. Employees must make a contribution to the plan up to 3% of their annual salary. This contribution is from pre-federal tax income.

After completion of 2 years of continuous service, NES will make a contribution of 1% of the employees annual income to the employee's retirement account. Thereafter, NES will make an annual contribution of an additional 1% until the level of 3% is reached. This level of contribution will continue until the employee resigns or retires.

Further written information on the retirement plan may be obtained from the fiscal or personnel offices. This plan may be modified by the agency at any time.

As part of its broad benefit plans, NES offers child care assistance tuition payments for all regular employees who work a minimum of 30 hours per week.

NES will pay up to 3% of the employees' gross salary as either a day care tuition benefit or as a pension plan contribution as described above.

E. Vacations

NES believes that vacation time is an essential benefit and strongly encourages employees to use their earned vacation time to pursue those endeavors that they enjoy. Accordingly, NES discourages the carrying over of vacation time from year-to-year unless necessitated by unusual operation demands of the work unit. Employees should make every effort to use any vacation in excess of 1 year's earned vacation time by December 31 of the year in which that excess occurs. If it is not used, that time will be lost.

Employees earn vacation time on a monthly basis from their first day of work. However, new employees may not take vacation time until they have been employed for 6 consecutive months. All vacation time taken must be scheduled and approved at least one month in advance with the employee's supervisor.

Normally, vacations are for periods of two weeks. Longer vacations may be approved if sufficient prior planning has been done to ensure that responsibilities of the job are carried out.

In the event a holiday falls within a vacation period, an additional day off will be allowed.

Accrued vacation pay may be received in advance if requested in writing to the Personnel Director at least two weeks prior to the vacation.

Vacation benefits for full time staff are defined below:

1. Support Staff/Direct Care Staff I -- Clerical, maintenance/housekeeping, kitchen, bus monitors, bus drivers, assistant teachers, etc. are entitled to 10 days vacation after completion of 1 year of service. Three years of continuous service and over entitles the employee to 1 additional day for each additional year up to a maximum of 20 days.

2. Professional Staff/Direct Care Staff II -- Teachers, Daycare lead teachers, caseworkers, caseworker/manager, counselors are entitled to 10 working days vacation after the first year of employment, 15 days after completion of 3 years and 20 days after 5 years.

3. Program Directors, Direct Care/Program Staff Supervisors and Social Workers LCSW earn 10 working days after 1 year and 20 days after 3 years.

4. Assistant Executive Director of Administration & Finance and Assistant Executive Director for Programs earn 3 weeks after the first year and four weeks after the second year.

5. Part-time employees on regular status who work at least 20 hours per week and have completed one full year of service are entitled to pro rata vacation allowances based upon their regularly scheduled hours of work.

Temporary employees do not earn vacation leave.

G. Holidays

It is NES' policy to observe holidays each year as may be determined by management and in accord with holidays observed by state employees. Eligible employees will be given time off with pay for each of the following holidays:

New Year's Day
President's Day
Memorial Day
Labor Day
Veteran's Day

Martin Luther King Day
Independence Day
2 Thanksgiving Day + day after
2 Christmas Day + day specified
by Executive Director

Part-time employees on regular status who are scheduled to work a minimum of 20 hours per week are eligible for 6 paid holidays proportionate to their actual hourly work week. If an employee is scheduled to work on a day that the holiday falls, s/he may accrue the time as a floating holiday.

Employees on leaves of absence or on layoff are not eligible to receive holiday pay.

To receive holiday pay, an eligible employee must be at work, or on an authorized absence, on the scheduled work days immediately preceding and immediately following the day on which the holiday is observed. If an employee is absent on one or both of these days and the absence is not excused by the supervisor for reasons of illness, injury or emergency, the number of hours of holiday time shall be charged to days of paid leave (vacation) and credit for the holiday shall be forfeited. Repeated incidents of similar unauthorized absences will be grounds for disciplinary action. Denial of credit for a holiday may be appealed through the normal problem resolution procedure.

An observed holiday will not be counted as hours worked for the purpose of calculating weekly overtime.

NES reserves the right to schedule work on an observed holiday. Except in a emergency, work on an observed holiday will be paid as if the day were a regular work day, except that non-exempt employees must be paid time-and-one-half for hours actually worked over 40 paid hours in the same work week.

In addition, employees will be given the option of receiving their holiday pay or a "floating" holiday to be taken, with the prior approval of their supervisor, at another time during the year.

Religious Observance: Employees who wish to celebrate a religious observance not covered in the above holiday listing may do so upon giving his/her supervisor prior written notice and provided the employee's absence from work does not result in undue hardship on the conduct of the agency's business. Employees may use current days of paid absence or "floating" holidays on such occasions, or they may take such time off as an unpaid excused absence.

Under Massachusetts Employment Law, Holidays worked requiring time-and-one-half pay consideration are as follows:

Columbus Day
Veterans Day
New Years Day

X. Absence from Work

A. Absence from Work

Good attendance and punctuality are key elements in the delivery of quality services. Consequently, it is NES' policy to encourage good attendance and punctuality on the part of all employees. It is recognized that circumstances beyond an employee's control may cause him/her to be tardy or absent from work for all or part of a day. It is expected, however, that all employees will keep such occurrences to a minimum.

Chronic tardiness is defined as being an unexcused lateness of more than 15 minutes past the schedule time to report to work for one or more days per week in a rolling 30 day period. Absences warranting counseling or disciplinary pattern, e.g., frequently absent on Mondays or Fridays, using sick days as soon as they are earned, or any unexcused absence. Employees who are chronically late or absent are subject to disciplinary action up to and including termination as defined below:

1. The employee will be counseled by their supervisor regarding their attendance and punctuality.

2. If, after a reasonable period of time, the employee's attendance or punctuality have not improved, the supervisor will give the employee an oral warning.

3. If the problem persists, the supervisor may recommend to the Executive Director that the employee be placed on attendance warning for a period up to 90 days. During this period, the employee may be terminated for any further infractions of the attendance and punctuality policy.

B. Leaves of Absence

1. Sick Leave

All regular employees who work 40 hours per week will be granted sick leave at the rate of 1.85 hours per pay period up to 6 days per year.

Regular employees working less than 40 hours per week will be granted sick leave pro-rated to the number of hours worked each week. (see examples below)

40 hrs = 1.85 hours $8 \times 6 = 48$
37.5 hrs = 1.74 hours $7.5 \times 6 = 45$
35 hrs = 1.63 hours $7 \times 6 = 42$
32 hrs = 1.48 hours $6.4 \times 6 = 38.40$
30 hrs = 1.39 hours $6 \times 6 = 36$ hrs
25 hrs = 1.17 hours $5 \times 6 = 30$ hrs
20 hrs = .93 hours 4 hrs (days $\times 6$) = 24 r

Sick leave accumulations during the employment period cannot exceed 25 days.

Temporary employees do not earn sick leave.

Employees who do not use any sick leave in a calendar quarter will earn 1/2 of a personal day. Personal days earned in this way must be used in accord with the agency policy on personal days. NES does not compensate employees for unused sick leave or personal days at the time of termination.

While sick leave is intended primarily for use when an employee, because of illness, cannot report for work and perform their job, sick leave may also be used to meet the short term health management needs of the employee's immediate family. Immediate family is defined as: spouse or significant partner; children or related children under an employee's care; and parents, grandparents and parent(s)-in-law under an employee's care. To the extent possible, this time off must be pre-arranged with the employees supervisor. Sick leave may also be used for scheduled medical and dental appointments.

Notification and Documentation Requirements

Unless there are extenuating circumstances, employees are required to notify their immediate supervisor within 1/2 hour of the employee's schedule start time if they are ill and staying home or have a medical appointment. In the event the supervisor is not available, the next level supervisor should be called. If no one in the supervisory chain is available, the Personnel Director must be contacted. Only if none of the above persons are available is it appropriate to leave a message. In such an instance, it is required that the employee include in the message a telephone number where s/he can be reached. Failure to give proper notification may result in loss of pay.

Employees are expected to keep their immediate supervisor informed as to their probable length of absence. For absences of 3 consecutive days, verification of illness by the attending physician is also required if there is a pattern of absence or there are frequent absences of less than 5 days. It is the responsibility of the immediate supervisor to ensure that this documentation is obtained from the employee.

2. Personal Leave

Personal leave is available to employees who have successfully completed the 180 day probationary period for new employees. It is time off which is granted for special circumstances or to conduct personal business which must be transacted during the course of a normal work day. Each employee

may use up to a maximum of 2 personal days per fiscal year unless additional time is earned as stated above in the sick leave policy. Personal leave is subject to the following restrictions:

a. It must be approved in advance by the supervisor who will make reasonable accommodations for the unforeseen emergency,

b. Employees will not be paid for unused personal or sick days on resigning or retiring from the agency, and

c. The 2 days of personal leave annually granted to each full-time employee may not be carried forward into the next fiscal year.

3. Parenting Leave

a. Maternity Leave

Regular status female employees may take up to 8 weeks of maternity leave for birth of a child or adoption of a child under 3 years of age. Employees taking maternity leave are required to give 2 weeks notice of the maternity leave start date and their intention to return to work.

Maternity leave must be taken as leave without pay. However, accumulated sick leave or vacation time may be used during this absence. Maternity leave does not affect the employee's right to accumulate vacation time, sick leave, length of service credit, benefits, plans or programs for which they are eligible at the time they start their leave. Employees must, however, continue payment of their previously arranged share of benefit plans.

In compliance with Massachusetts law, it is NES' policy to allow employees taking maternity leave who have given proper notice and intention to return to work, to return to their position with the same status and pay as before they left. If, out of business necessity, the position has been filled, the employee will be assigned to a similar job with the same pay as the old position. The only instance in which there would be no reinstatement is if there had been an economic layoff during the employee's leave that would have affected their position.

Upon written verification by physician, employees returning to work before the full 8 week maternity leave is completed may work reduced hours to accommodate any personal health needs or health care needs of the child. This period of reduced hours can not extend for more than 30 days beyond the normal 8 week maternity leave period.

b. Paternity Leave

Regular status male employees may take 2 weeks paternity leave for the birth or adoption of a child. Employees must give 2 weeks written notice of when the paternity leave will begin along with a statement of intent to return to work. Employees may take paternity leave for a continuous 2 week period or in incremental days provided the leave and its method of taking has been approved by the supervisor and program director.

Paternity leave is unpaid. Employees may, however, use accumulated sick leave or vacation time during this absence. Employees must, however, continue payment of their previously arranged share of benefit programs.

4. Employee Training

It is the philosophy of Northern Educational Service, Inc. that employee training is an integral part of the success of Agency operations and contributes to a skilled and knowledgeable workforce. However, due to budget limitations, the Agency training reward for its employees balances its financial resources with Agency training priorities. Such training may include workshops, lectures, meetings, conferences or other such activities in and outside the work location.

Overall responsibility for the development of employee training rests with the Director of Training and Clinical Services in conjunction with Program Directors who recommend staff training needs to the Executive Director.

Employees who participate in Agency requested training are expected to fulfill the following conditions:

(1) Attend and actively participate in all scheduled sessions;

(2) Complete a brief written summary of their learning experience at training seminars and conferences within ten (10) working days;

(3) To share their learning experience with other employees in their department who perform similar duties within a thirty (30) day period.

Employee attendance at Agency requested training is mandatory, except in cases of bonafide emergency(s). Employees who fail to attend such training may be subject to disciplinary review.

a. Payment for Training

Attending or participating in training activities may be at either the request of the Agency or an employee, but in no case will it be regarded as an officially authorized activity during work hours until advance written approval has been granted by the Executive Director.

Employees seeking approval for voluntary attendance at workshops, conferences, seminars, formal course of instructions etc., must submit a written request which includes information such as date, hours, location, costs and expenses, purpose of activity and justification for attending at least two (2) weeks preceding the activity. The Executive Director reserves the right to approve or disapprove voluntary attendance as an expense to the Agency.

For training that occurs during the hours of work not approved by the Agency, employees may use personal time (e.g. vacation/personal leave) and pay all costs associated with such training.

b. Conferences, Seminars/Outside Meetings And Travel

Employee's attendance at Agency requested conferences, seminars, Agency related meetings and training programs will be considered hours worked for non-exempt employees and compensable in accordance with the payment provisions under the Fair Labor Standards Act.**

Where the employee's attendance constitutes an expense to the Agency, the employees will submit an advance itemization of known estimated costs in connection with attendance, whereby the Agency may pay in advance or reimburse the employee upon submission of receipts in acceptable form and amounts. Reimbursable expenses may include but not limited to, registration fees, materials, meals, transportation, parking and lodging (where applicable).

If an employee is advanced Agency funds to cover expenses, he/she will be required to submit receipts and an accurate accounting within five (5) working days after his/her return to work. All over payments will be refundable by the employee, and underpayments reimbursable to the employee.

**Employee attendance during scheduled working hours will be considered as hours worked for exempt and non-exempt categories.

c. Travel/Travel Time

Travel costs in connection with all Agency approved activities will be paid by the Agency where use of personal or Agency transportation is necessary, and such payment will be on the basis of the least-cost mode of transportation where there is a choice. The mode of transportation must be known and approved in advance by

of the least-cost mode of transportation where there is a choice. The mode of transportation must be known and approved in advance by written notice from the Executive Director.

Where travel has been approved for use of an employee's personal transportation the employee is responsible for assuring that the vehicle is in sound and safe operating condition, and may be required to verify that the vehicle meets state requirements for operating and is personally insured.

5. Military

Employees who are on military leave of absence by virtue of having been inducted, or employees who enlisted in the Armed Services for a period not longer than 4 years (or 5 years at the convenience of the federal government), or who were on Reservist Training, shall be returned to the position occupied at the commencement of leave, or to a position of like status and pay provided:

a. The employee completed military service or training satisfactorily;

b. The employee is still qualified to perform the duties of his/her former position;

c. The employee reapplies within 2 weeks of release from military duty, and

d. The agency's circumstances have not changed so as to make it impossible or unreasonable to rehire the employee.

6. Bereavement

If bereavement is due to the death of a spouse, significant other, parent or stepparent, sibling, child or step child, and employee may take 3 paid days. This time may be augmented by vacation and personal leave.

If a death should occur to an employee's grandparent, parent-in-law or grandchild, the employee may receive an excused absence with pay of 2 consecutive days to attend funeral/memorial services. However, if the service is more than 200 miles from home, 3 additional days may be taken. Proof of service and relationship must be submitted to the personnel office before employee receives payment.

Bereavement leave of 1 day is granted if a death should occur to an aunt, uncle, niece or nephew, or cousin. Additional time may be taken by vacation and personal leave.

7. Jury Duty

NES considers jury duty to be an important civic responsibility. If required to serve as a jury member or as a witness (not in the employee's own trial), the agency will pay the difference between the employee's regular pay and the amount of pay received as a juror or witness. Proof of requirement to serve as juror or witness must be submitted to the personnel department.

8. Voting in Local, State or National Elections

At the request of an employee, a supervisor must excuse the absence of an employee for up to 2 hours following the opening of voting polls in the town in which the employee is registered to vote in person. Pay for such time requires the use of paid days of leave time if the employee is scheduled to work.

9. Leave Without Pay

While it is not general practice for NES to provide leaves of absence without pay, such leaves may be allowed for up to 3 months for compelling personal reasons. Request for such leaves must be approved by the supervisor, program director and Executive Director.

During these leaves of absence, it is the employee's responsibility to pay, on a timely basis, the full cost of their health insurance.

XI. Problem Resolution Procedure

It is NES' policy to encourage all staff to bring to the attention of management their complaints about work-related situations. Work related complaints may include working conditions, implementation and application of personnel policy, work relationships with other staff and work relationships with supervisors. Employees will be provided with an opportunity to present their work-related complaints and to appeal decisions by supervisors through the problem resolution procedure.

In all instances, it is NES' policy to resolve problems in a confidential manner at the lowest appropriate supervisory level in a short a time as is practical. The Personnel Director may be called in at any time by the staff member or supervisor involved for consultation and/or mediation of the problem. Issues that involve discrimination as covered in the agency' Affirmative Action Plan must involve the agency' Affirmative Action Officer as defined in the AAP. Nothing in this section shall in any way preclude an employee from requesting a conference with the Executive Director.

The following progressive steps are available to any employee who has a complaint or who feels s/he has been treated unfairly:

1. Discuss the matter with your supervisor. If a satisfactory resolution of the issue cannot be reached, the employee will notify the supervisor in writing that a formal grievance is being submitted.

2. If the grievance is not resolved satisfactorily within ten (10) working days, the matter will be referred immediately to the Executive Director.

3. The Executive Director will respond in writing within five (5) working days.

4. Request a hearing before the Personnel committee within ten (10) working days. The request is to be in writing with a copy to the Executive Director, briefly stating the nature of the grievance.

The decision rendered by the Personnel Committee is final. Throughout the procedure the employee will be allowed to present her or his position and to have a representative of their choosing to assist him/her in the presentation of his/her case.

Final decisions on grievances will not be precedent-setting or binding on future grievances unless they are officially stated as agency policy. When appropriate, the decisions will be retroactive to the date of the employee's grievance.

XII. Standards of Conduct

It is NES' policy that certain rules and regulations regarding employee behavior are necessary for the efficient operation and professional image of the agency and for the benefit and protection of the rights and safety of all. Conduct that interferes with operations, brings discredit upon the agency, or is offensive to clients or fellow employees will not be tolerated.

A. Work Place Behavior

The following conduct is prohibited and will subject the individual to disciplinary action up to and including dismissal:

1. The possession of firearms or other weapons (including Mace) on agency property unless licensed and authorized by the Executive Director;

2. Insubordination -- the refusal by an employee to follow a job-related order unless the order would cause the employee to commit an illegal or immoral act and/or the act might jeopardize the employee's health or safety;

3. Theft, misuse or willful damage to agency property, property of another staff member, or property of a client;

4. Falsifying any agency record or report, such as billings/client records application for employment or a time sheet;

5. Falsifying records to obtain or change benefits for or on behalf of a client;

6. Verbally threatening another employee or client;

7. Physically attacking another employee or client;

8. Violating the "Drug-Free Work Place" policy as noted;

9. Violating the "Use of Alcoholic Beverages" policy as noted, and

10. Violating the "Standards of Conduct" policy.

The above list of prohibited behaviors should be considered illustrative, but not all inclusive.

B. Personal Appearance

It is NES' policy that the employee' should dress and grooming should be appropriate to the work situation. Every employee has the potential for contact with the public and, therefore, represents the agency through their appearance and actions. Appropriately attired staff helps to create a favorable image for NES. Accordingly, the personal appearance of all employees will be governed by the following standards:

1. Employees are expected to dress in a manner that is normally acceptable in offices. Program Directors and supervisors who are men are expected to wear a shirt and tie. Pre-school teaching staff should dress in a manner appropriate to the classroom. The following modes of dress are not allowed:

- a. Shorts, gym clothes or beach wear;
- b. Excessively tight or provocative clothing;
- c. Clothes with suggestive or insulting writing or pictures;
- d. Underwear that shows above or below clothing, or clothing that reveals that you are not wearing underwear;
- e. Shirts or tops buttoned below mid-chest;
- f. Torn or ripped clothing.

2. Hair should be clean, combed and neatly trimmed or arranged. Unkempt hair is not permissible.

If an employee reports to work inappropriately dressed or groomed, the supervisor shall instruct the employee to return home to change clothes or to take appropriate corrective action. On a second infraction of the policy, the employee will not be compensated during such time away from work, and repeated violations of this policy will be cause for disciplinary action. Employees may appeal dress codes that they believe are too severe through the problems resolution procedure.

C. Personal Telephone Calls and Mail

It is NES' policy that telephone and mail facilities shall be available during the working hours for effective communication with the agency clients and business associates. Accordingly, the

agency facilities should not be used for personal telephone calls or personal mail except in cases of emergency. The following rules shall be followed:

1. Very brief calls for the purpose of arranging child care or to handle important personal business are not prohibited by this policy. Also, calls to arrange for transportation or altering expected time of arrival at home due to work requirements shall not be considered personal use of the telephone for purposes of this policy.

2. Use of the agency telephone lines should be confined to business calls. Personal telephone calls should be limited to those which are absolutely necessary and should be as brief as possible. This restriction on the use of telephones also applies to making unnecessary personal calls to fellow employees within the agency.

3. Incoming personal calls for employees should be discouraged with the exception of those calls allowed in numbers 1 and 2 above. Employees who abuse this policy may be subject to disciplinary action.

4. Should necessity require that an employee make a personal long distance call, the call should be charged to the individual's home number or placed collect. If these options are not available, employee must notify supervisor, include call on log and pay for call at the next pay period.

5. NES stationery, or any other correspondence materials using the agency logo, shall not be used for personal communication because such a communication might be considered an official agency communication.

6. Pre-stamped personal mail may be deposited in the agency mail system at the risk of the employee.

D. Confidentiality

In accord with Chapter 66A of the General Laws of Massachusetts, it is NES' policy that the confidentiality rights of clients and employees must be strictly adhered to. Therefore, neither client cases nor personnel actions/decisions will be discussed in open or common areas of agency facilities.

It is NES' policy that the business affairs of the agency will not be discussed with any one outside the organization except when required in the normal course of business. Therefore, no employee will knowingly, or with reason to know, accept employment or engage in any business or professional activity which will require him/her to disclose confidential materials or data acquired through employment with NES. In addition, those persons responsible for

maintaining personnel and financial information are reminded that such information is strictly confidential and such information will not be discussed with other employees unless they have a clear need to know and are authorized to receive such information.

Finally, because the agency provides ample opportunity for employees to air and discuss internal problems and concerns, employees are expected to use those procedures.

E. Conflict of Interest

It is NES' policy to prohibit its employees from engaging in any activity or practice which conflicts with the interest of the agency or its clients. The conflict of interest policy requirements are as follows and may be supplemented or amended from time-to-time:

1. Employees and members of their immediate families are prohibited from accepting gifts, monies, and gratuities from persons receiving benefits or services under agency programs; or, from anyone who is in a position to benefit from the action of any employee or a board member under circumstances from which it might reasonably be inferred that the purpose of the gift is to influence the employee in the conduct of the agency business with the donor. Such gifts should be returned with a note of explanation or converted into a charitable donation to the agency as a whole by transferring the gift and information as to the situation in which the gift was received to the Executive Director. Employees are not, however, prohibited from accepting other gifts of nominal value (\$10.00) when circumstances clearly show that the gifts are offered for reason of personal esteem and affection and for which a brief note of receipt and the reason for the gift are recorded with the Fiscal Office.

2. No employee shall act in a manner which would cause a reasonable person, having knowledge of the relevant circumstances, to conclude that any person can improperly influence or unduly enjoy his/her favor in the performance of their duties because of kinship, rank, position or undue influence of any party or person. It shall be unreasonable to so conclude if such employee has disclosed in writing to the facts which would otherwise lead to such a conclusion.

3. No employee shall participate in or represent the agency in a particular matter in which to his/her knowledge s/he (his/her immediate family or partner, a business organization in which s/he is serving as officer, director, trustee, partner or employee, or any person or organization with whom s/he is negotiating or has any arrangement concerning prospective employment) has a financial interest.

Any employee whose duties would otherwise require him/her to participate; in such a particular matter shall advise the Executive Director of the nature of the circumstances of the particular matter and make full disclosure of such financial interest, and the Executive Director shall:

a. Cause the assignment of the particular matter to another employee; or

b. Assume responsibility for the matter; or

c. Make a written determination that the interest is not so substantial as to be deemed likely to affect the integrity of the services which NES may expect from the employee to participate in the particular matter. Copies of such written determination shall be maintained in the employee's personnel file.

Further, various contracts to which NES is a party may impose specific conflict of interest requirements. These must be adhered to. Program Directors are responsible for familiarizing themselves with all legal requirements of their program contracts.

F. Lobbying and Political Activity

1. Partisan Activity

Because NES is a tax exempt organization, federal rules prohibit NES employees from engaging in any partisan electoral activity in their capacity as employees of the agency. This prohibition extends to the use of agency property, equipment or supplies. Employees may of course engage in partisan political activity in their individual capacities. Employees should not, however, act in such a manner that their partisan electoral activities could in any way be construed as the actions of NES, nor should they use NES employees, directly or indirectly, for any partisan electoral purpose; nor should they use agency property or personnel for such activities.

2. Lobbying of the State or Federal Legislative Branch

Again because NES is a tax-exempt organization, there are restrictions on the amount of staff time and funds that can be spent for the purpose of lobbying. It is permissible activity, but must be both tracked and limited. (Various funding contracts may also place limitations on legislative lobbying activity). Therefore, employees should participate in such activities only in accordance with instructions given by the Executive Director.

3. Lobbying the Federal Executive Branch

The Federal "Byrd Amendment" of 1989 places restrictions on all individuals and organizations, tax exempt or not. It prohibits the use of federally appropriated funds to pay any person for

influencing Executive or Legislative branch personnel in connection with the award of any federal grant, contract, loan, etc. It allows non-federally appropriated funds to be used for that purpose, but requires disclosure of such expenditures, with some exceptions.

Therefore, before engaging in, or arranging for anyone else to engage in, such activities, all NES employees must receive and act in accordance with instructions from the Executive Director.

Further, all employees who hold local government office of any kind in any of the communities served by the agency are required to disclose the name of the office and the nature of the duties associated with that office. Such disclosure is to be made in writing to the Executive Director and recorded in the employee's personnel file.

Further, agency property, equipment (including telephones, computers, fax machines, copying equipment) or supplies may not be used in connection with any of the above cited activities.

XIII. Agency Premises and Work Areas

A. Employee Safety and Health

It is our policy to provide a safe and healthful environment for all employees. Employees are expected to comply with all safety and health requirements whether established by management or by federal, state or local law.

All supervisors shall be constantly alert to protect the safety and health of our employees. The responsibilities of supervisors include:

1. Inspecting work areas;
2. Familiarity with all safety and health procedures;
3. Training employees in matters of health and safety;
4. Identifying unsafe conditions; and
5. Reporting all accidents.

The Executive Director has appointed a Safety Officer whose responsibilities include:

1. Assuring compliance with NES' safety rules and regulations and the applicable safety and health standards established pursuant to the Occupational Safety and Health Act of 1970 and the Massachusetts Right to Know Law (Chemical substances);
2. Investigating, correcting, and eliminating unsafe and unhealthful working conditions or potential hazards;
3. Conducting periodic informal safety and health inspections of all work areas, machinery, equipment, storage areas, grounds, and any other potentially hazardous agency facilities;
4. Representing NES during investigations conducted by OSHA, state and local safety and health officials, and insurance carrier personnel;

5. Organizing the training and retraining of employees as required by OSHA;

6. Assuring compliance with the various requirements established by OSHA, the state or local government, and the insurance carrier, relating to record keeping and the retention of records;

7. Posting notices and records as may be required by OSHA, the state, and the insurance carriers;

8. Establishing fire prevention programs;

9. Organizing and conducting fire drills for all locations, and

10. Investigating all accidents and fires involving employees that occur in an agency facility and preparing written reports.

All observed safety and health violations and any accidents resulting in injuries to employees or clients involving agency premises shall be reported immediately to the Safety Officer.

All employees are encouraged to submit suggestions to the Safety Officer concerning safety and health matters.

No employee shall be discharged or discriminated against in any manner because the employee has instituted a proceeding with OSHA, has testified in such a proceeding, or has otherwise exercised any right afforded by OSHA.

Employees who are exposed to Bloodborne/infectious materials shall be required to submit to medical examinations and tests at intervals determined by their time on the job, and whenever there is reason to believe that they were unduly exposed to such materials. Copies of Bloodborne Procedures are on-site at each such location as mandated by the Massachusetts Department of Public Health.

B. Child Care

NES' facilities are designed for the purpose of conducting the agency's business. The presence of an employee's children in the work place represents a potential liability to the agency and area distracting to the employee and other workers. In case of an emergency, an employee's child, with permission of the supervisor may be in the office for a short time while arrangements for the child's care are being completed. Supervisors must instruct employees that it is agency policy that employees; use available vacation, or personal time to care for the child until other arrangements can be made. Employees will sign a statement relieving NES of any liability for injuries to their child(ren)

that may arise while their child(ren) are in the work place.

C. Work Areas and Personal Property

1. Work Areas

Work areas are agency property intended for use in conjunction with agency business. Storage is intended for agency records, files, equipment and supplies. Supervisors must have access at all times to all locked drawers, cabinets, files, etc.

Agency property is to be inventoried and assigned to specific staff people or locations. Agency property can not be transferred, removed or disposed of without approval from the staff member responsible for agency inventory.

Each employee's work area should be kept clean and orderly. the agency provides periodic cleaning of floors and emptying of trash cans. Personal items used to decorate the work area are permitted as long as the do not physically interfere with the work of the employee or other staff and are not found to offensive by other employees or clients.

2. Personal Property

It is the policy of the agency to assist staff with the safeguarding of their personal property while at work; however, the agency cannot assume responsibility for the loss or theft of personal belongings. Employees are advised not to carry large sums of cash or other valuables with them when they come to work. Articles of personal property found on the premises should be returned to the owner, or turned in to the personnel office.

It is expected that employees will exercise reasonable care with respect to their money and jewelry. Items should not be left unattended on desk tops. Reports of losses or damage should be directed to the personnel department.

Personal property (including tools, equipment, fax machines, computers, and computer software) for use on the job must be registered with the supervisor. Repair or replacement of properly registered items must be approved by the Executive Director.

D. Bulletin Boards

Bulletin boards are maintained at each agency site for the purpose of posting personnel and other agency notices. Employees wishing to post items of personal or general interest may use bulletin boards provided for this purpose at the various agency sites. Such notices must receive prior approval from the program director or site supervisor.

Generally postings regarding weddings, births, anniversaries, or the sale of person items (e.g., cars, appliances, clothing, etc.) are permitted. Postings related to partisan political activity are prohibited. All postings should be timely and neatly prepared.

E. Solicitations

It is NES' policy to prohibit solicitations on its premises groups must not distribute literature, or use sound devises on agency property without prior authorization. If an employee questions whether a person is authorized to be on agency property, they should ask a supervisor.

2. Solicitations for gifts, sale of items, or expressions of sympathy to fellow employees or their families, or for birthday or leave-taking of employees is to be accomplished through bulletin board postings. The agency will provide flowers or a green plant to the family in instances of bereavement on behalf of all employees.

3. Employees may:

a. Offer items for sale to other employees by posting a notice on bulletin boards available for that purpose.

b. Discuss items for sale, tickets to events etc. with other employees during lunch in areas not open to the general public.

4. Employees are prohibited from:

a. Soliciting during work time;

b. Soliciting other employees during their work time;

c. Soliciting in any public area open to clients;

d. Distributing literature during work time, or

e. Distributing literature in work areas.

XIV. Office Closings for Inclement Weather or Civil Disturbance

In general, NES offices will be open on days of inclement weather. In the event that offices are closed for all or part of a day due to extreme weather conditions or civil disturbance, the following procedures will be followed:

A. The decision on whether to open, open late or to close early will be made by the Executive Director or designee. If the decision is made not to open, the telephone tree will be activated by the Executive Director by calling staff who report directly to him/her who will in turn follow suit down through each successive staff level. In addition, notification will be made over the following radio and television stations:

- o Radio Station WTCC
- o Radio Station WHYN
- o TV Channel 22
- o TV Channel 40

B. If a decision is made to have an abbreviated work day or not to open, employees who are on duty for a minimum of 4 hours will be paid for all of their regularly scheduled work hours for that day. Employees who are on vacation, sick leave, or other form of leave with pay will receive their normal pay under the form of leave taken. Employees who are not scheduled to work on a day in which the office is closed under this policy will not receive any pay for this day.

C. If the decision is made that the offices will be open, individuals who are faced with some personal difficulties because of potential hazardous conditions that require them to leave work for home or not to report to work, may take a personal day or vacation time if available. The use of personal or vacation time must be approved by the Program Director. Examples of such instances include:

- o Schools are closed and appropriate child care cannot be arranged;
- o Street of residence is impassable because of snow, ice, or flooding; or
- o Neither personal nor public transportation are available.

Employees must notify their supervisor if they are unable to work by following the same guidelines defined under sick leave.

NORTHERN EDUCATIONAL SERVICE, INC.

FINANCIAL STATEMENT

SEPTEMBER 30, 1993

KIRBY, DORVAL AND ASSOCIATES

CERTIFIED PUBLIC ACCOUNTANTS
36 RIDGEWOOD TERRACE
SPRINGFIELD, MASSACHUSETTS 01105

TEL: (413) 732-6228

February 10, 1994

We have audited the accompanying balance sheet of Northern Educational Service, Inc. (a non-profit organization) as of September 30, 1993, and the related statements of support, revenue expenses, and changes in fund balances and functional expenses for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States and OMB Circular A-133 "Audits of Institutions of Higher Education and other Nonprofit Organizations". Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. As part of our audit we have also issued reports on compliance and internal controls. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Northern Educational Service, Inc. as of September 30, 1993, and the results of its operations and changes in fund balances for the year then ended in conformity with generally accepted accounting principles.

Our audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of Federal Financial Assistance for the year ended September 30, 1993, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

The supplementary information included is presented solely for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the representation of management and has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion on it.

Respectfully,



Mark T. Dorval
Certified Public Accountant

NORTHERN EDUCATIONAL SERVICE, INC.
BALANCE SHEET
SEPTEMBER 30, 1993

ASSETS

LIABILITIES & FUND BALANCES

CASH

Checking Accounts \$ 64,899
Savings Accounts 36,075
Petty Cash 900

Total Cash

\$101,874

ACCOUNTS RECEIVABLE

Program Services 283,563
Other 3,284

Total Accounts Receivable

286,847

PREPAID EXPENSES

402

TOTAL CURRENT FUND ASSETS

\$389,123

PLANT FUND

TOTAL CURRENT FUND LIABILITIES & FUND BALANCE

\$389,123

Buildings

177,165

Equipment & Furnishings

33,393

Total

210,558

Less Accumulated Depreciation

(36,148)

TOTAL PLANT FUND ASSETS

\$174,410

LIABILITIES

Accounts Payable \$126,533
Payroll Withholdings Payable 3,644
Accrued Wages & Payroll Taxes 39,237
Loan Payable - Wells Credit Union 29,022

Total Current Fund Liabilities

\$198,436

CURRENT FUND BALANCE

190,687

LIABILITIES

Mortgage Payable - Springfield Institution for Savings \$ 75,525

FUND BALANCE

98,885

TOTAL PLANT FUND LIABILITIES & FUND BALANCE

\$174,410

NORTHERN EDUCATIONAL SERVICE, INC.
STATEMENT OF SUPPORT, EXPENSES & CHANGES IN FUND BALANCE
FOR THE TWELVE MONTHS ENDED SEPTEMBER 30, 1993

	<u>Total</u>	<u>Administration</u>	<u>Programs</u>	<u>Property Fund</u>
SUPPORT:				
Mass. Dept. of Social Services	\$ 600,900		\$ 600,900	
Mass. Dept. of Public Health	1,143,518		1,143,518	
Mass. Dept. of Education	18,800		18,800	
Mass. Parole Board	19,073		19,073	
Mass. Governor's Alliance	27,762		27,762	
Mass. Housing Finance Agency	10,338		10,338	
City of Springfield	35,789		35,789	
Hampden City Training Consortium	69,339		69,339	
Coolley Dickinson Hospital	19,111		19,111	
Baystate Medical Center	11,005		11,005	
ITT Job Training Services	1,656		1,656	
River Valley Counseling Center	6,943		6,943	
Comm. Foundation of Western MA	18,000		18,000	
Client Fees	21,415		21,415	
Medicaid Income	23,616		23,616	
Client Rental Income	14,748		14,748	
Insurance Proceeds	2,796	\$ 1,878	918	
Food Stamp Support	19,641		19,641	
Interest Income	1,343	632	711	
Donated Income	2,666	1,131	1,535	
Functions & Events	12,878	12,629	249	
Administrative Income	272,497	272,497		
Total Support	\$2,353,834	\$ 288,767	\$2,065,067	\$ 0
Less: Expenses	2,335,788	264,769	2,063,291	7,728
Excess of Support over Expenses	18,046	23,998	1,776	(7,728)
Other Changes in Fund Balances				
Write off of Prior Year				
Receivables on Client Fees	(32,140)			
and Rents				
Fund Balance October 1, 1992	303,666			
Fund Balance September 30, 1993	\$ 289,572			

NORTHERN EDUCATIONAL SERVICE, INC.
STATEMENT OF CHANGES IN FINANCIAL POSITION
FOR THE TWELVE MONTHS ENDED SEPTEMBER 30, 1992

SOURCES OF WORKING CAPITAL

Net Income	\$ 18,046
Add: Depreciation	7,728
Less: Write Off of Prior Year Uncollectable Receivables	(32,140)
Total Sources of Working Capital	<u>(6,366)</u>
Uses of Working Capital	
Purchase of Fixed Assets	27,060
Payment on Mortgage Payable	<u>3,375</u>
Total Uses of Working Capital	<u>30,435</u>
Net Decrease in Working Capital	\$ <u>36,801</u>

Changes in the Elements Which Increased (Decreased)
Working Capital are as Follows:

Cash	\$ 30,760
Accounts Receivable	21,533
Prepaid Expenses	252
Accounts Payable	(67,621)
Payroll Withholdings Payable	571
Accrued Wages and Payroll Taxes	(28,300)
Loan Payable - Wells Credit Union	<u>6,000</u>
	\$ <u>36,801</u>

KIRBY, DORVAL AND ASSOCIATES

NORTHERN EDUCATIONAL SERVICE, INC.
NOTES TO FINANCIAL STATEMENTS
SEPTEMBER 30, 1993

1. Northern Educational Service, Inc. follows the practice of capitalizing all expenditures for land, buildings, and equipment that have estimated useful lives of more than one year; the fair market value of all donated fixed assets is similarly capitalized. Depreciation is provided for based upon the estimated useful lives. All contributions are considered available for unrestricted use unless specifically restricted by the donor.
2. Depreciation is provided for on a straight line basis over the estimated useful lives of the assets as follows:

	<u>Cost</u>	<u>Life</u>	<u>Expense</u>
Buildings & Improvements	\$171,165	30 yr	\$ 5,305
Equipment & Furnishings	33,393	5-10 yr	<u>2,423</u>
Total Expense			\$ <u>7,728</u>

3. All costs charged to the various programs appear to be eligible under the terms and conditions of the contracts.

4. Mortgage payable

The mortgage payable to Springfield Institution for Savings is secured by real estate located at 32 Melrose Street, Springfield, Massachusetts. This mortgage is payable monthly with principal in the amount of \$250 plus interest at a variable rate. The mortgage will mature on December 1, 1998.

5. Related Party Transactions

Northern Educational Service, Inc. rents office space located at 622 State Street, Springfield, Mass. from Springfield Realty Corp., in which the Executive Director of Northern Educational Service, Inc. is a stockholder. The current monthly rental charge is \$1,485.

The Director of Training, Clinical Services and Grant Writing is a brother-in-law of the Executive Director of Northern Educational Service, Inc. Amounts paid during the current fiscal year amounted to \$48,100.

KIRBY, DORVAL AND ASSOCIATES

NORTHERN EDUCATIONAL SERVICE, INC.

SUPPLEMENTAL INFORMATION

SEPTEMBER 30, 1993

KIRBY, DORVAL AND ASSOCIATES

NORTHERN EDUCATIONAL SERVICE, INC.
SCHEDULE OF PROGRAM SUPPORT
FOR THE PERIOD OCTOBER 1, 1992 to JUNE 30, 1993

	Pre-School Day Care	Protective Day Care	Halfway House	Substance Abuse Outpatient	Substance Abuse Criminal Justice	Earn and Learn	Aids Outreach & Education
Mass. Dept. of Social Services	\$ 104,509	\$ 307,133		\$ 6,380	\$ 16,350		\$ 69,335
Mass. Dept. of Public Health				89,447			
Mass. Dept. of Education	14,074		\$ 164,224				
Mass. Parole Board				13,212			
Mass. Governor's Alliance							
Mass. Housing Finance Agency							
City of Springfield	7,599					\$ 23,440	
Hampden City Training Consortium							
Colley Dickinson Hospital							
Client Fees	10,568		3,792	386			
Medicaid Income			2,592	19,037			
Client Rental Income			14,578				
Food Stamp Support	67	.150	93	68	9	11	31
Interest Income							
Donated Income							
Functions & Events	.66						
Total Income	<u>\$ 136,883</u>	<u>\$ 307,283</u>	<u>\$ 185,279</u>	<u>\$ 128,530</u>	<u>\$ 16,359</u>	<u>\$ 23,451</u>	<u>\$ 69,366</u>

Aids Counseling & Testing	Aids Case Mgmt	Youth Activities Program	Parent Aides	Parenting Teens	Youth Inter- vention	Imani House	Families C.A.N.	Governor's Alliance	Partners in Youth Dvlpmnt	Aids Peer Program	Aids Community Prevention	Perinatal Services	TOTAL
\$ 60,390	\$ 16,701	\$ 10,338	\$ 38,975	\$ 45,216	\$ 54,027	\$ 53,844	\$141,568	\$ 25,200	\$ 69,339	\$ 14,437	\$ 57,105	\$ 49,638	\$ 456,997
514				50		2,329							818,045
30	9	21	22	34	31	6,219			14		25	3	14,074
10						25	53		183				13,212
													25,200
													10,338
													31,039
													69,339
													14,437
													17,589
													19,037
													8,861
													14,578
													696
													10
													249
\$ 60,944	\$ 16,710	\$ 10,359	\$ 38,997	\$ 45,300	\$ 54,058	\$ 62,417	\$141,621	\$ 25,200	\$ 69,536	\$ 14,437	\$ 57,130	\$ 49,841	\$1,513,701

	Pre-School Day Care	Protective Day Care	Halfway House	Substance Abuse Outpatient	Substance Abuse Crim. Just.	Earn and Learn	Aids Outreach & Education	Aids Counseling & Testing	Aids Case Mgmt.
Mass. Dept. of Social Services	\$ 39,584			\$ 2,000					
Mass. Dept. of Public Health		\$ 91,980		37,432	\$ 9,202		\$ 23,720	\$ 32,826	\$ 6,011
Mass. Dept. of Education	4,726		\$ 65,563	5,861					
Mass. Parole Board									
Mass. Governor's Alliance						\$ 4,750			
City of Springfield									
Coolley Dickinson Hospital									
Baystate Medical Center									
River Valley Counseling Ctr.									
Comm. Foundation of West MA									
Client Fees	1,008		2,138	126					
Medicaid Income			1,008	4,579					
Client Rental Income		918							
Insurance Proceeds			5,063						
Food Stamp Support			200						
Donated Income									
Functions & Events									
Total Program Support	\$ 45,318	\$ 92,898	\$ 73,972	\$ 49,998	\$ 9,202	\$ 4,750	\$ 23,720	\$ 32,826	\$ 6,011

Youth Activities Program	Parent Aides	Parenting Teens	Youth Inter- vention	Imani House	Families C.A.N.	Governor's Alliance	Aids Peer Program	Aids Community Prevention	Perinatal Services	Buystate Case Mgmt.	Arver Valley Case Mgmt.	Total
\$ 18,000 554	\$ 10,339	\$ 25,461	\$ 20,589	\$ 15,193	\$ 32,837	\$ 2,562	\$ 4,674	\$ 15,938	\$ 21,525	\$ 3,111	\$ 3,648	\$143,900
1,325				4,879								306,290
\$ 19,879	\$ 10,339	\$ 25,461	\$ 20,589	\$ 20,072	\$ 32,837	\$ 2,562	\$ 4,674	\$ 15,938	\$ 21,525	\$ 3,111	\$ 3,648	\$519,330

4,722
 5,860
 2,562
 4,750
 4,674
 3,111
 3,648
 18,000
 3,820
 4,579
 5,860
 918
 5,060
 1,522

	Unity 10/1 - 12/31/92	Baystate Case Mgmt. 1/1 - 6/30/93	River Valley Case Mgmt. 1/1 - 6/30/93	Westover Job Corps	Total
Mass. Dept. of Public Health	\$ 19,176	\$ 7,894	\$ 3,295	\$ 1,656	\$ 19,176
Baystate Medical Center					7,894
River Valley Counseling Center					3,295
ITT Job Training Center	15				1,656
Interest Income					15
Total Program Support	\$ 19,191	\$ 7,894	\$ 3,295	\$ 1,656	\$ 32,036

NORTHERN EDUCATIONAL SERVICE, INC.
SCHEDULE OF EXPENSES
FOR THE TWELVE MONTHS ENDED SEPTEMBER 30, 1993

	<u>Total</u>	<u>Administration</u>	<u>Plant Fund</u>	<u>Programs</u>
Salaries	\$1,008,335			\$ 901,573
Payroll Taxes	136,052	\$ 106,762		122,111
Fringe Benefits	105,018	13,941		87,499
Purchased Services	184,562	17,519		131,776
Staff Training	25,982	52,786		14,394
Third Party Providers & Subs.	252,989	11,588		252,989
Occupancy Rent	66,274	13,138		53,136
Property & Liability Insurance	5,638	233		5,405
Property Taxes	505			505
Licenses & Permits	283			283
Utilities	12,817			12,817
Building Repair & Maint.	19,255			17,940
Minor Equipment	11,451	1,315		9,774
Equipment Rental	6,962	1,677		3,913
Equipment Repair & Maint.	2,789	3,049		891
Depreciation	7,728	1,898		
Staff Travel	16,932	205	7,728	16,727
Client Transportation	3,654			3,654
Vehicle Gas & Oil	7,927			7,459
Vehicle Repair & Maint.	8,028	468		8,028
Vehicle Leasing & Rental	20,040	5,700		14,340
Vehicle Insurance	15,178	2,432		12,746
Client Food	36,447			36,447
Client Expenses	13,070			13,070
Materials, Services & Benefits	3,105			3,105
Program Supplies	17,664			17,664
Telephone	20,388			15,959
Postage	4,157	4,429		2,250
Printing	577	1,907		258
Advertising	885	319		495
Office Supplies	12,661	390		8,198
Service Charges	5,054	4,463		2,555
Professional Liability Insurance	3,144	2,499		2,707
Dues & Memberships	4,943	437		3,878
Public Relations	725	1,065		
Interest	5,183	1,065		
Functions & Events	16,889	725		6,248
NES Administrative Fees	272,497	5,183		272,497
		10,641		
		<u>272,497</u>		
Total Expenses	<u>\$2,335,788</u>	<u>\$ 264,769</u>	<u>\$ 7,728</u>	<u>\$2,063,291</u>

	Pre-School Day Care	Protection Day Care	Halfway House	Substance Abuse Outpatient	Substance Abuse Crim. Just.	Earn and Learn	Aids Outreach & Education	Aids Counseling & Testing	Aids Case Mgmt.
Salaries	\$ 74,622	\$ 68,068	\$ 89,247	\$ 81,277	\$ 5,845	\$ 17,680	\$ 39,979	\$ 25,719	\$ 9,661
Payroll Taxes	9,530	8,013	11,377	9,704	703	2,186	4,784	2,737	973
Fringe Benefits	6,274	7,736	5,430	8,073	465	520	6,944	1,167	912
Purchased Services	74		1,213	1,088	1,213	535	271	11,474	173
Staff Training		605	444	840	152	111	2,298	2,579	460
Third Party Providers & Subs.		137,323							
Occupancy Rent	8,712	2,178		2,555	451	900			
Property & Liability Insurance	310		1,183						
Property Taxes									
Licenses & Permits									
Utilities			7,136						
Building Repair & Maint.	5,343	644	2,507	75	12	505	107		
Minor Equipment		270	1,886	240	30			837	
Equipment Rental	1,283	49	679	279	38	32		184	24
Equipment Repair & Maint.	49		59	312	50				
Depreciation									
Staff Travel	40	120	632	80	87	215	2,796		358
Client Transportation									
Vehicle Gas & Oil	1,273	3,935	301						
Vehicle Repair & Maint.	1,513	5,852	407						
Vehicle Leasing & Rental	1,741	6,487	1,762						
Vehicle Insurance	1,926	7,704							
Client Food	4,408	100	18,737	183	23	83	236	55	
Client Expenses			1,947	2,335	2,713			449	
Materials, Services & Benefits									
Program Supplies	1,984	114	68			24	1,542	192	300
Telephone	135	630	1,394	1,078	1,773	240	295	228	163
Postage	190	142	311	273	44	96	123	115	
Printing						200			
Advertising	66		137						
Office Supplies	87	161	1,638	819	110	150	290	447	2
Service Charges	430	480	240	129	24	27	94	63	64
Professional Liability Insurance	272	316	293	216	27	49	88	128	24
Dues & Memberships	75		400	931	144				
Public Relations									
Interest									
Functions & Events	66								
NES Administrative Fees	16,484	56,374	35,851	18,043	2,451	900	9,488	10,556	3,587
Total Expenses	\$136,887	\$307,301	\$185,279	\$128,530	\$ 16,355	\$ 24,453	\$ 69,335	\$ 56,930	\$ 16,701

[illegible]

NORTHERN EDUCATIONAL SERVICE, INC.
SCHEDULE OF EXPENSES
FOR THE PERIOD JULY 1, 1993 to SEPTEMBER 30, 1993

	Pre-School Day Care	Protective Day Care	Halfway House	Substance Abuse Outpatient	Substance Abuse Crim. Just.	Earn and Learn	Aids Outreach & Education	Aids Counseling & Testing	Aids Case Mgmt.
Salaries	\$ 27,820	\$ 25,342	\$ 30,955	\$ 27,026	\$ 2,336	\$ 2,659	\$ 13,589	\$ 11,831	\$ 3,287
Payroll Taxes	5,146	4,462	5,565	4,688	422	405	2,462	1,745	587
Fringe Benefits	2,145	3,364	2,419	2,916	142	5	2,429	174	399
Purchased Services			4,062	1,159	3,858		480	4,260	400
Staff Training			8				123	204	165
Third Party Providers & Subs.		43,858							
Occupancy Rent	3,281	820		852	150	600			
Property & Liability Insurance	676								
Licenses & Permits	223		60						
Utilities			1,700						
Building Repair & Maint.	2,267	168	890		36	81	135	160	
Minor Equipment			345			75		319	15
Equipment Rental			40	202		37	496	286	
Equipment Repair & Maint.		32	150	100			12	99	127
Staff Travel			321						
Client Transportation									
Vehicle Gas & Oil	193	1,733	24						
Vehicle Repair & Maint.		15	241						
Vehicle leasing & rental	543	3,807							
Vehicle Insurance	93		3,023						
Client Food	2,199	403	6,347				200		
Client Expenses			1,169	2,856	504			485	
Materials, Services & Benefits									
Program Supplies	584							204	
Telephone	48	48			57	60	122	491	117
Postage			27	758	9		87	131	
Printing			318	49					
Advertising			58						
Office Supplies	21		896	248	20	28	59	108	
Professional liability Insurance	49	111	134	54	7	5	25	21	7
Dues & Memberships			1,450	200	25			28	
Functions & Events									
NES Administrative Fees									
		8,735	13,770	8,890	1,636	525	2,935	4,566	907
Total Expenses	\$ 45,288	\$ 92,898	\$ 73,972	\$ 49,998	\$ 9,202	\$ 4,480	\$ 23,720	\$ 25,112	\$ 6,011

Youth Activities Program	Parent Aids	Parenting Teens	Youth Inter-Vention	Imani House	Families C.A.N.	Governor's Alliance	Aids Peer Program	Aids Counseling Prevention	Perinatal Services	Baystate Case Management	Pioneer Valley Case Mgmt.	Total
\$ 4,212 399 699 12,361	\$ 7,070 1,790 883 300 35	\$ 9,193 1,843 1,477 1,335	\$ 11,308 2,242 1,707 1,739	\$ 10,736 1,703 239 714	\$ 10,492 2,674 2,640 2,598 41	\$ 478 54 74 1,956	\$ 668 78 3,068	\$ 3,284 840 69 320 8	\$ 12,949 2,172 1,107 630	\$ 2,448 337	\$ 2,541 244 372 165	\$220,224 39,858 23,230 39,240 749
2,409	336	1,650	646	2,446	6,600 2,100			9,247	300			59,705 13,181 3,085 283
		114		916								2,730 3,932 2,118 290
		947	195	20	507 82				58			352 3,060 541
196	432		66 36		406 69			43	623 129	71	20	1,950 256 4,350 3,116 10,268 5,116 205
1,924 165			54	464 76	579 24 205				22 2			4,235 4,106 684 58
		97	142 177	48 333	729 565 38			30 183 14	323		91	1,566 534 1,903 825
825												
	24	15	34 12	11 200	83 42 25			27 11	83 23			
	1,877	2,862	2,231	2,166	2,338		408	1,862	3,066	255	215	59,244
\$ 23,160	\$ 12,747	\$ 19,533	\$ 20,589	\$ 20,072	\$ 32,837	\$ 2,562	\$ 4,674	\$ 15,938	\$ 21,525	\$ 3,111	\$ 3,648	\$511,077



Northern Educational Service, Inc.

622 State Street

Tel. 733-2238

Springfield, Mass. 01109

Norma Baker, Executive Director

Rance A. O'Quinn, President

1993-94 BOARD OF DIRECTORS

Name

Office

Mr. Rance A. O'Quinn
Massachusetts Commission Against Discrimination
1 Ashburton Place
Boston, Massachusetts
Phone: (617) 727-3990 Extension 224

President

Mr. Andrew R. Cade
Vice President Minority Employment Service
Springfield Urban League
756 State Street
Springfield, Massachusetts 01109
Phone: (413) 739-7211

Vice President

Mr. Tommie Morrow
Accountant, Metrocom
11 Preston Street
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Treasurer

Mr. Carl McCargo
Psychologist, South Valley Area Office
Department of Mental Retardation
44 Southbridge Road
Dudley, Massachusetts 01571
Phone: (508) 792-7756

Secretary

Ms. Marjorie Turkson
Caseworker, Center for Human Development
332 Birnie Avenue
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Phone: (413) 733-6624

Asst. Secretary

Mr. Henry Twiggs
Housing Developer
78 Westminster Street
Springfield, Massachusetts 01129
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• Pre-School
• Supportive Family
35 Alden Street
Springfield, Mass. 01109
(413) 734-4124

• Ethos I
56 Temple St.
Springfield, Mass. 01109
(413) 733-1472

• Ethos III
756 State St.
Springfield, Mass. 01109
(413) 737-8523

WRIGHT ASSOCIATES

P.O. Box 521
West Springfield, MA 01090
(413) 781-8297



February 14, 1995

TO WHOM IT MAY CONCERN

Please be informed that the Wright Insurance Agency of West Springfield, Massachusetts will provide the following insurance coverage for the Robert Hughes Charter School:

Directors & Officers Liability (Bd of trustees)

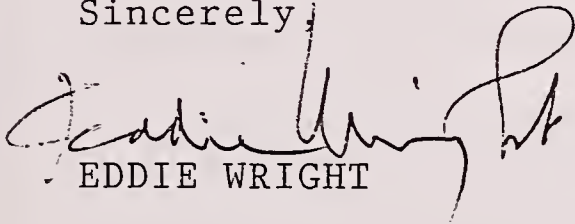
Workers Compensation

General Liability

Personal Property Coverage

Health insurance will be provided as needed.

Sincerely,



EDDIE WRIGHT

BY-LAWS

ARTICLE I

NAME, LOCATION AND CORPORATE SEAL

Section 1. The name of the corporation is NORTHERN EDUCATIONAL SERVICE, INC.

Section 2. The principal office of the corporation shall be located at 622 State Street in the City of Springfield and the Commonwealth of Massachusetts.

Section 3. The corporate seal shall consist of a circular die bearing the name of the corporation the year of its incorporation and the words "Incorporated - Massachusetts".

ARTICLE II

PURPOSE

Section 1. The purpose of the corporation is to provide educational programs specifically designed to address the needs of the indiginous community in Springfield. In meeting this aim, the corporation is devoted to assisting people in the community through tutoring, counseling and cultural enrichment.

ARTICLE III

OFFICERS AND THEIR ELECTION

Section 1. The officers of the corporation shall be President, Vice President, Treasurer, Secretary and Board of Directors of not less than five nor more than fifteen members.

Section 2. The Board of Directors, at its annual meeting, shall choose its officers from their own number.

Section 3. The Board may appoint such other officers and agents as it deems necessary, who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board.

Section 4. The officers of the corporation shall hold office until their successors are chosen and qualified in their stead. Any officer elected or appointed by the Board of Directors may be removed at any time by the affirmative vote of the whole board.

Section 5. The salaries of the agents of the corporation shall be fixed by the Board of Directors.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. The property and business of this corporation shall be managed by its Board of Directors. They shall be elected at the annual meeting and each Director shall be elected to serve until his successor shall be elected and qualified.

Section 2. In addition to the powers and authorities by these by-laws expressly conferred upon them, the Board may exercise all such powers of the corporation and do such lawful acts and things as are not by statute or by the certificate of incorporation or by these by-laws directed or required to be exercised or done by the incorporators.

Section 3. The Board of Directors shall meet as often as the needs of the corporation may require. They may fix the time and manner of giving notice not to be less than seven days of the meeting and may determine the form and contents of the notice to be given. Any meeting of the Board of Directors shall be a legal meeting at which minutes will be recorded, kept and filed at the principal office. Unless otherwise specified in the notice, any and all business may be transacted at any meeting of the Board.

Section 4. Five Directors shall constitute a quorum. Though less than a quorum be present at any such meeting may, without further notice, be adjourned to a subsequent date or until a quorum be had.

Section 5. The Board of Directors shall have the control and management of the business and property of the corporation and shall have and exercise all the powers conferred upon them or set forth in the charter of the corporation, the general laws, or these by-laws. Without in any manner limiting the general powers otherwise conferred, it is hereby expressly declared that the Board of Directors shall have the following powers:

(a) to borrow or raise money when they deem it necessary and to issue any and all bonds, debentures, or other obligations convenient for the business of the corporation, and secure same by mortgage, pledge, deed of trust, or in any other manner on all or any property of the corporation present or after acquired, and to draw, make, accept, endorse, discount, execute, and issue contracts, promissory notes, bills of exchange, warrants, and negotiable and transferable instruments.

(b) From time to time to provide for the management of the affairs of the corporation in such a manner as they may think fit and in particular to delegate such power and authority as the laws of the Commonwealth of Massachusetts will permit to any committee, officer or agent.

(c) At their direction to appoint and remove managers, subordinate assistants, committees, clerks, agents, servants, employees, permanent or temporary, fill vacancies in their positions and determine their duties and salaries or compensations, and require security consistent with the other provisions of these by-laws. The Board, may, in its discretion, invest any officer or committee of the corporation with any or all of the powers in this section contained.

(d) To determine whether and to what extent and at what times and places and under what conditions and regulations the accounts and books of the corporation or any of them, shall be open to the inspection of those persons so requesting, and no such person shall have the right to inspect any account, book or document of the corporation except as conferred by statute or authorized by the Board of Directors.

(e) There shall be appointed at the first meeting of the Board of Directors held after the annual meeting the standing committees. These committees are as follows: Nominating Committee, Finance Committee, Personnel Committee, By-Law Committee, Program Committee, and an Annual Meeting Committee. The Board may additionally appoint an Advisory Board as deemed necessary. The duties of these committees shall be set by the Board at the time of their appointment.

Section 6. A Board member may be removed from the Board of Directors by majority vote if the member fails to appear at three consecutively scheduled board meetings absent extenuating circumstances. A Board member who is removed by this procedure shall receive notice within seven days and be given thirty days to petition to the Board for reinstatement.

ARTICLE V

PRESIDENT

Section 1. The President shall have the powers and duties usual to the office, subject to any provision contained elsewhere in these by-laws concerning its powers and duties. The President shall, when present, preside at all meetings of the Directors. The President shall execute bonds, mortgages and other contracts requiring the seal of the corporation, and when authorized by the Board, affix the same to any instrument requiring it, and when so affixed it shall be attested by the signature of the treasurer.

ARTICLE VI

VICE PRESIDENT

Section 1. The Vice President shall have all the powers and duties of the President in case of the absence, resignation, death, or disability from any cause of the President.

Section 2. The Vice President shall monitor all standing committees as well as any other duly appointed committees to ensure that each committee is functioning according to its specific mandate. This shall include, but not necessarily be limited to, requiring committee chairs to meet with or provide written reports on an as needed basis.

ARTICLE VII

TREASURER

Section 1. The Treasurer shall have the powers and duties usual to the office, subject to such conditions and restrictions as may be made by the Directors and to any provisions contained elsewhere in these by-laws.

ARTICLE VIII

SECRETARY

Section 1. The Secretary shall keep records of all meetings (minutes) and sign all appropriate documents. Additionally, the secretary shall maintain a permanent record of all Board policies determined by the Board. These materials shall be kept on file in the principal office of the corporation.

Section 2. The Secretary shall be responsible for ensuring that Board members are appropriately notified for board meetings, special meetings and other pertinent matters.

ARTICLE IX


PROCEDURE FOR AMENDING BY-LAWS

Section 1. The following procedure shall be strictly adhered to for amending the by-laws: 1) The President shall designate a By-law committee, 2) the By-law committee shall make its recommendations to the Board in writing, 3) a vote of no less than 2/3 of the Board will be required to act on a by-law amendment, and 4) specific notice shall be given to each Board member, in writing, prior to a vote on a by-law amendment not to be less than seven days. This notice shall contain the proposed amendment and the rationale thereof.

Section 2. Any Board member may request a change or amendment to the by-laws by submitting a written request to the chairman of the by-law committee or the President of the Board.

On motion duly made and seconded it was voted to ratify the foregoing by-laws consisting of four typed pages. The following were present at this meeting which took place on June 17, 1985: Rance O'Quinn, President; Tommie Morrow, Treasurer; Christine Williams; Lynda Butler, Secretary; Marjorie Turkson; Alfred Gray; William Young; and Norma Baker, Executive Director

I hereby certify that the preceding four typed pages constitutes the by-laws that were appropriately voted upon by the Board of Directors.


Alfred A. Gray, Esq.
Chair, By-law Committee



APPENDIX VI

Using Plato's Republic
to
Teach Leadership
and
Analytical Skills



TEACHING LEADERSHIP SKILLS WITH *PLATO'S REPUBLIC*

Ralph Waldo Emerson said, "Burn all the libraries for their value is in one book, *The Republic*."

After 2,400 years, Plato's Republic still contains the basic issues which confront human beings. Plato was an accomplished manager, innovator, and entrepreneur. Just as any manager desires to turn around a fledgling corporation, Plato, too, wanted Athens, a welfare state, to rise to its greatest potential.

Plato's Republic is the first consultant's report to the leaders of an organization being badly beaten by the competition. Plato felt that the Pericleon ruled government was a destructive, imbalanced, self-serving government. Plato also felt that a democratic leadership would lend itself more to leaders vying to appease or flatter the people rather than doing what was right. He felt that citizens were not always the best judge of who should lead them. Plato gives the parable of a group of navigators arguing as to who would control the helm of a ship. They did not understand that a true navigator must study the seasons of the year, the sky, the stars, and winds, and all that belongs to the craft of navigating. Many organizations today are like this. They sit around waiting for someone to take the helm, often choosing the most popular, as we often do our American presidents. The most qualified person is often not chosen to lead. Like the navigator in Plato's parable, the most competent candidate is often not selected.

Plato believed that if a child had not had prior exposure to greatness, beauty, and been exposed to many creditable pursuits, that he rarely would become a great leader. The democratic philosophy however, tramples all such notions under foot, with magnificent indifference to the sort of life man has led before he enters politics. The democratic system honors anyone who merely calls himself the people's friend.

Plato believed that in management or politics someone has to take responsibility. Someone has to call the shots and lead. This requires a leader with a single purpose; loyalty to a vision of what the organization can become, and a great deal of self-discipline. Plato tells us that true leadership is sometimes a solo act, and that leaders must be more concerned with the good of the enterprise than with pleasing the multitude. Sometimes when a leader makes a decision, it becomes a lonely, solo decision, and no show of hands voting yes or no are allowed. Sometimes employees do not have the vision to know what they are voting for. Good leadership skills and management relies more on individual judgement than on democratic consensus. Plato knew what he wanted his ideal republic to be, and he didn't rely on outside, unskilled sources to help him develop his republic.

Socrates was Plato's teacher and his true intellectual inspiration, and friend. Socrates taught by questioning, cajoling, wheedling, and prodding. He forced Athenians to think and to question beliefs formerly taken for granted. Socrates left mankind an immensely rich legacy...The Socratic Method of question and answer. He was, above all else, an incomparable questioner and an exceptional listener. In *The Republic*, Socrates dialogue with Polemarchus

on the meaning of justice demonstrates the dialectic method in action. A member of the group, Simonides has already argued that justice means "giving every man his due". Socrates then asks, "Do we return a dangerous weapon to a madman because they are owed to him?" Do we then turn over leadership skills to unskilled people. Do we then put people in leadership roles if they do not have the capabilities to lead? Do we select leaders on the basis of charisma, or because they can do the job?

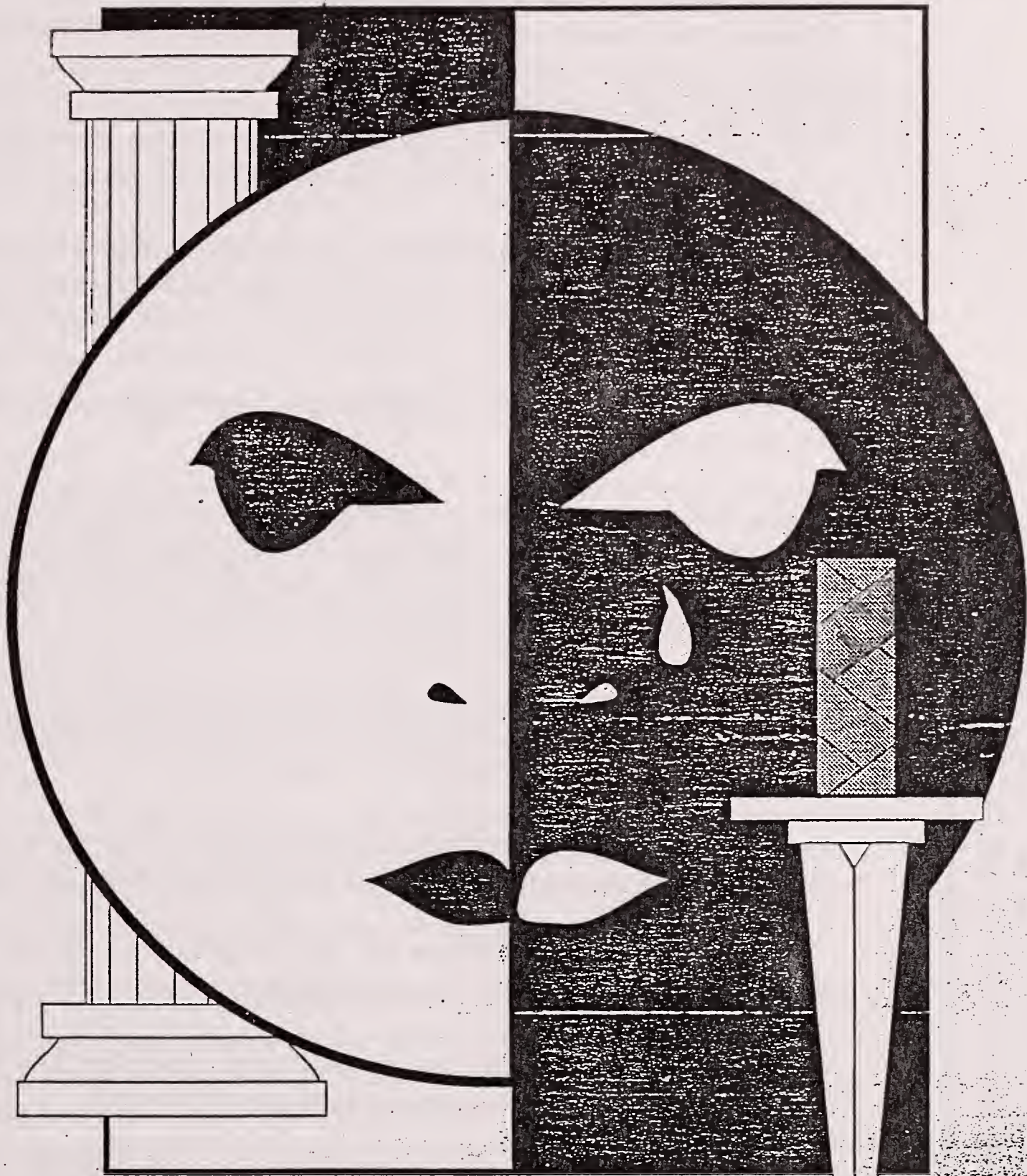
Leadership turns out to be surprisingly similar to philosophy. It requires engaged inquiry. Like the participants in *Plato's Republic*, leaders must get people to meet the challenge of a problem. They must at all times help the organization they lead reach its goals. This must **never** be a sometime endeavor, but this must happen all the time.

Policy manuals can never replace spirited dialogue. Leaders must get people to fill the challenge of the company because they at all times feel that they are first of all, investing in themselves. Just as Plato was a reformer; each leader too, must at all times become a reformer. The needs of any leader must never overwhelm the needs of the company or organization they lead.

Plato wanted his Republic to be different. It is that difference that makes all things valuable. Not only was *The Republic* different, but Plato consistently related this difference to the members of the Republic. Plato gave the members of his Republic pride in being members of the Republic. Plato made every occupation in the Republic seem worthy of doing well, there were no small jobs. The members of the Republic were never to imitate anyone else. Instead, they were to set the trend for their competitors. Plato said, "We do not imitate our competitors, instead, ours is more of a case of our being a model to others than of our imitating those around us".

Plato further believed that each individual in the Republic was not only interested in his own affairs, but in the affairs of the his fellow Republic as well. All good leaders who remain good leaders put their own welfare first. Verbal communication is one key to great leadership. As a leader Plato constantly reminded his citizens of how great they were. This gave them a sense of unity and purpose. Good leaders can always inspire people to fall in love with their work, and ultimately with themselves.

Teaching



Antigone

to students ages six to twelve

Marva N. Collins

Teaching Antigone to Students Ages 6 to 12

Antigone was suicidally bold, arrogant, stalwart in her beliefs and maniacal. disobedient.. Compare Antigone to Brutus who actually killed Julius Caesar with the belief that he loved Rome more than Caesar. He, therefore, killed Caesar in loyalty to Rome. Hence the quote, "Not that I loved Caesar less, but I loved Rome more". Was then Antigone really disobedient, or did she simply love her brother more than the decree of the king. Did she love her brother more than Corinth? Or was Antigone impervious to the opinions of others? (Discussion)

How did Antigone have both victory and defeat? This is the Sophoclean method of having his characters experience victory and defeat. How is this like life? Do we win at every endeavor? What do we learn from our defeats? What do we learn from our victories? What is a victory? What is a defeat? Explain the proverb: "On the day of victory, none of us are tired".

Sophocles presents heroes, heroines who do not believe in human limitations. The actions of Sophocles' characters are autonomous (this means self-directed). What other words do you know that begins with "auto"? What does the prefix "auto" mean?

Research: Do a one-page research paper on the Great Greek tragedians. Aeschylus, Sophocles, and Euripides. What is a tragedian? From which word do we get the word "tragedy"?




Euripides' characters suffer rather than react. They are victims rather than heroes/heroines. Pathos happens without cause or warning.

A Sophoclean tragedy places full responsibility on the hero/heroines. Euripidean characters often make decisions that self-destructs them.

Antigone is justified for her actions by the gods after her death. How is this true today? What does posthumously mean?

Sophocles' characters do not believe in human limitation. Is this good? Why? Is this a bad trait? Why?

Antigone faces Ismene's isolation (her sister).

-  She is buried alive in the tomb.
-  She loses her lover Haimon.
-  She faces the threats of King Creon





She faces the disdain of the Corinthian community.

Like a turbulent storm, the Sophoclean hero/heroine remains unmoved by their decisions and rides out the storm regardless of how tumultuous the storm may become.

Antigone says to her sister, “Be what you decide, but if I must die, let it be dying nobly”. Compare this to the line from Theodore Roosevelt’s speech which says, Should I fail, let me fail while daring greatly”.

Sophocles has his characters obey, retreat, and conform. Creon is loyal to his laws. Antigone is loyal to her family and her religious beliefs. Which loyalty is right? What do we mean when we say that life throws us some hard questions, or this world that girdles us about”?

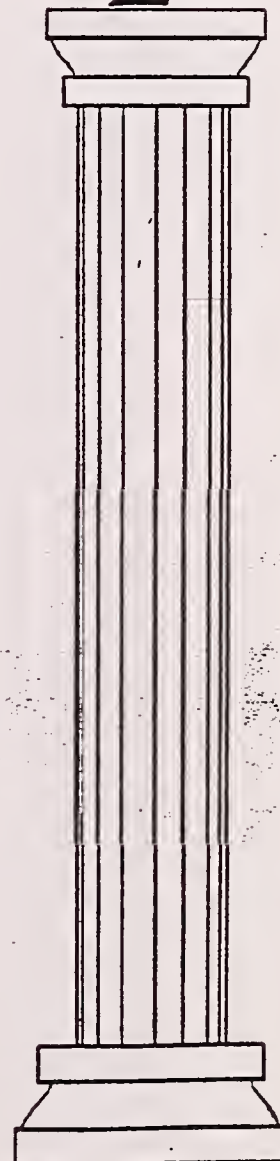
Memory Work From Antigone

Creon’s speech regarding Antigone: “Listen, I tell you, it is the hard, stubborn will that comes to defeat, it is the strongest iron, fire-heated to toughness, which you most often see smashed and shattered. And I know that with a small bridle the most spirited horses are broken” What does this mean? How does the term, “We can only be certain that we are pure gold when we have been tried by fire? How does this differ from Creon who says fire defeats the strongest iron, and the latter which says, “Pure gold can be tried by fire and not be destroyed”.

Until the end, King Creon believes that he will tame the spirit of Antigone. He believes that her defiant mood will be subdued, but she goes to her grave unrepentant, it is therefore, King Creon whose will is broken. (Irony) Explain irony, and its origin.

Antigone is a tragedy which raises great questions, social and religious, but it is also a striking presentation, through the contrast between these two figures, of the true nature of the Sophoclean hero. At the beginning of the play, Antigone has already made up her mind as to what she must do. What is the difference between what you must do, and what you will do, or what you like to do? Explain each. Antigone knows that she must pay a price for her resolute nature. The penalties are: stoning by death, being buried alive, losing her friends, her sister, and others. When we make a firm resolution to follow our own convictions whether religious or personal, what are some of the consequences?

Antigone’s father Oedipus who married his own mother (Jocasta) is now dead. She has watched his blindness as he was forced to go through life blind after plucking out his own eyes with a hatpin. Her mother



Jocasta hung herself. Tragedy therefore, is and has been a part of Antigone's life. What is absolute power? How does this apply to King Creon? What does Aristotle say about absolute power? Why does the city of Corinth consider Antigone's act criminal?

Is it right to do the right thing if you believe it to be right and yet others say that your right decision is the wrong one? Discussion points.

The chorus refers to Antigone as the "Savage child of a savage father and mother". What does this mean? What does the chorus mean when it says, "She does not know how to give in to misfortune." What you have given in? What does this tell us about Antigone (characterization).

Compare Antigone to Achilles (*The Iliad*). Antigone has chosen a short life with glory, rather than a long life without glory." Explain the similarity of Dr. King's speech which says, Longevity has its place. 'How did Dr. King choose that which was right in his heart according to his morals, rather than which was right for society.'

Compare the character of Antigone and Ismene. Which sister do you most admire? Why? Which character would be considered a creator, or a second-hander. What qualities of a second-hander does each sister have? What qualities of a creator does the creator-character in this play have?

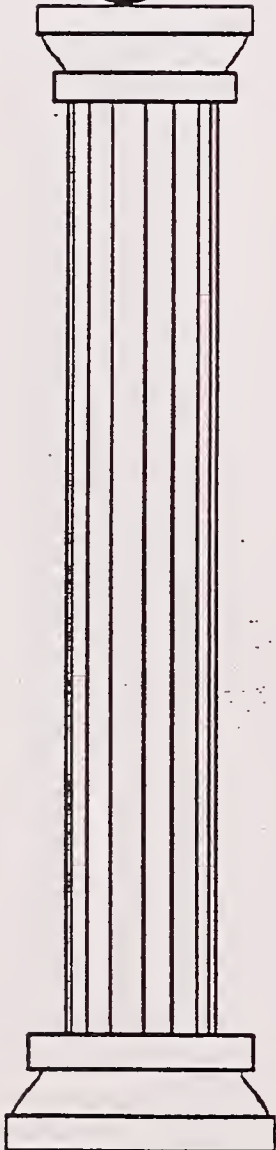
Like Electra (Sophocles), Ismene will do alone what she had hoped to do with her sister's help. Ismene states that when we follow our own convictions, we are glorious, fine, beautiful, stalwart, good, noble, and when we are afraid to follow our own convictions, we are then second-handers. Ismene says, "The greatest suffering for me is to die ingloriously". How is this like Ajax (*The Iliad*)? What does the word Ajax mean?

When Ismene is caught red-handed in her act of burying her brother Polynices, she says, "I did it, I do not deny it, if what I have done is folly, I, then have been convicted of my folly by a fool". Like Achilles and Ajax from *The Iliad*, Ismene has chosen a short life with glory rather than a long life ingloriously. How is this like Dr. King?

Niobe is a word that we should know. She was turned into a stone from which her tears continued to flow. Therefore, one that is Niobe, is one who feels hardened and saddened and from whom tears flow as from a stone.

Antigone's stubborn, self-willed, insistence on her own way and on her rightness is made all the more striking by her appearance opposite the

3



characterization of Creon. Creon seems at first sight to be the hero of the play. He is the one who, like the Aristotelian tragic hero, is a man of eminence, high in power and prosperity who comes crashing down from the pinnacle of greatness, and it is he who speaking in terms of the length and importance of his role, is the protagonist. Protagonist of the play is Creon; Antagonist is Antigone.

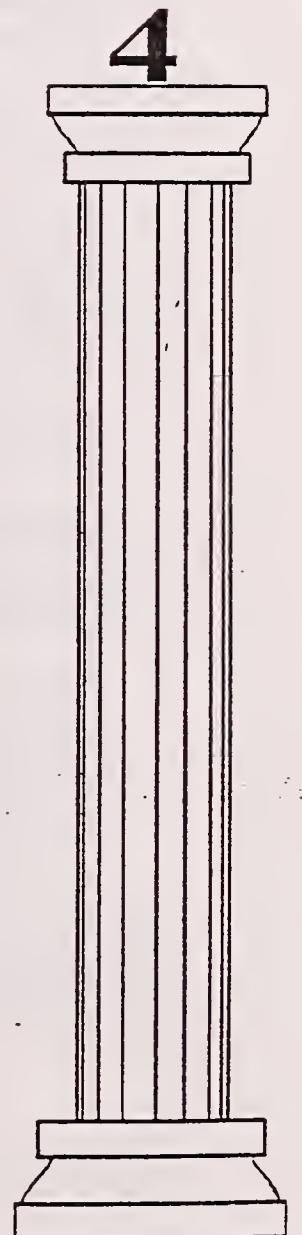
Creon demonstrates heroic stubbornness in the play. Antigone demonstrates a strong and noble will to do what she feels is right regardless of the consequence. Antigone says, 'Never will the unjust and mean have more respect than the just'. Do you agree with this? Do you admire Antigone? Do you admire Creon?

What does the play *Antigone* say about the role we often think of regarding women during the time of this writing? What does this say about Sophocles' view of women?

Creon says that the hardest iron can be smashed, the wildest horses can be tamed, etc. do you believe that this is true in all cases? Conflict of the Play:

Antigone believes that she will be punished in the underworld if she does not bury her brother, and Creon believes that he should be punished. Creon believes in rules of Corinth, and Antigone believes in her religion and family. If there is no compromise, the conflict begins. Both points of view are sincere. Irreconcilability of the two opponents are faced with political viewpoints, the viewpoint of Antigone is that of family loyalty, and the loyalty of Creon is to the state. Both viewpoints are sincere

It was believed that if the dead was not properly buried that fellow ghosts would torment them.



Teaching Antigone to students ages 6 to 12

Antigone was suicidally bold, arrogant, stalwart in her beliefs and maniacal. disobedient..

Compare Antigone to Brutus who actually killed Julius Caesar with the belief that he loved Rome more than Caesar. He, therefore, killed Caesar in loyalty to Rome. Hence the quote, "Not that I loved Caesar less, but I loved Rome more". Was then Antigone really disobedient, or did she simply love her brother more than the decree of the king. Did she love her brother more than Corinth? Or was Antigone impervious to the opinions of others? (Discussion)

How did Antigone have both victory and defeat? This is the Sophoclean method of having his characters experience victory and defeat. How is this like life? Do we win at every endeavor? What do we learn from our defeats? What do we learn from our victories? What is a victory? What is a defeat?

Explain the proverb: "On the day of victory, none of us are tired".

Sophocles presents heroes, heroines who do not believe in human limitations. Actions of Sophocles' characters are autonomous (this means self-directed). What other words do you know that begins with "auto"? What does the prefix "auto" mean?

Research: Do a one-page research paper on the Great Greek tragedians. Aeschylus, Sophocles, and Euripides. What is a tragedian? From which word do we get the word "tragedy"?

Euripides' characters suffer rather than react. They are victims rather than heroes/heroines. Pathos happens without cause or warning.

A Sophoclean tragedy places full responsibility on the hero/heroines. Euripidean characters often make decisions that self-destructs them.

Antigone is justified for her actions by the gods after her death. How is this true today? What does posthumously mean?

Sophocles' characters do not believe in human limitation. Is this good? Why? Is this a bad trait? Why?

Antigone faces Ismene's isolation (her sister).

She is buried alive in the tomb.

She loses her lover Haimon.

She faces the threats of King Creon

She faces the criticism and disdain of the community in Corinth.

Like a turbulent storm, the Sophoclean hero/heroine remains unmoved by their decisions and ride out the storm regardless of how tumultuous the storm may become.

Antigone says to her sister, "Be what you decide, but if I must die, let it be dying nobly". Compare this to the line from Theodore Roosevelt's speech which says, Should I fail, let me fail while daring greatly".

Sophocles has his characters obey, retreat, and conform.. Creon is loyal to his laws. Antigone is loyal to her family and her religious beliefs. Which loyalty is right? What do we mean when we say that life throws us some hard questions, or this world that girdles us about"?

MEMORY WORK FROM ANTIGONE;

Creon's speech regarding Antigone: "Listen, I tell you, it is the hard, stubborn will that comes to defeat, it is the strongest iron, fire-heated to toughness, which you most often see smashed and shattered. And I know that with a small bridle the most spirited horses are broken" What does this mean? How does the term, "We can only be certain that we are pure gold when we have been tried by fire? How does this differ from Creon who says fire defeats the strongest iron, and the latter which says, "Pure gold can be tried by fire and not be destroyed".

Until the end, King Creon believes that he will tame the spirit of Antigone. He believes that her defiant mood will be subdued, but she goes to her grave unrepentant, it is therefore, King Creon whose will is broken. (Irony) Explain irony, and its origin.

Antigone is a tragedy which raises great questions, social and religious, but it is also a striking presentation, through the contrast between these two figures, of the true nature of the Sophoclean hero. At the beginning of the play, Antigone has already made up her mind as to what she must do. What is the difference between what you must do, and what you will do, or what you like to do? Explain each. Antigone knows that she must pay a price for her resolute nature. The penalties are: stoning by death, being buried alive, losing her friends, her sister, and others. When we make a firm resolution to follow our own convictions whether religious or personal, what are some of the consequences?

Antigone's father Oedipus who married his own mother (Jocasta) is now dead. She has watched his blindness as he was forced to go through life blind after plucking out his own eyes with a hatpin. Her mother Jocasta hung herself. Tragedy therefore, is and has been a part of Antigone's life

What is absolute power? How does this apply to King Creon? What does Aristotle say about absolute power?

Why does the city of Corinth consider Antigone's act criminal?

Is it right to do the right thing if you believe it to be right and yet others say that your right decision is the wrong one? Discussion points.

The chorus refers to Antigone as the "Savage child of a savage father and mother". What does this mean? What does the chorus mean when it says, "She does not know how to give in to misfortune"....What you have given in? What does this tell us about Antigone (characterization).

Compare Antigone to Achilles (THE ILIAD). Antigone has chosen a short life with glory, rather than a long life without glory"...Explain the similarity of Dr. King's speech which says, Longevity has its place.....'How did Dr. King choose that which was right in his heart, according to his morals, rather than which was right for society"....

Compare the character of Antigone and Ismene. Which sister do you most admire? Why?

Which character would be considered a creator, or a second-hander. What qualities of a second-hander does each sister have? What qualities of a creator does the creator-character in this play have?

Like Electra (Sophocles), Ismene will do alone what she had hoped to do with her sister's help. Ismene states that when we follow our own convictions, we are glorious, fine, beautiful, stalwart, good, noble, and when we are afraid to follow our own convictions, we are then second-handers. Ismene says, "The greatest suffering for me is to die ingloriously". How is this like Ajax (The Iliad)? What does the word Ajax mean?

When Ismene is caught red-handed in her act of burying her brother Polynices, she says, "I did it...I do not deny it, if what I have done is folly, I, then have been convicted of my folly by a fool". Like

Achilles and Ajax from the Iliad, Ismene has chosen a short life with glory rather than a long life ingloriously. How is this like Dr. King?

Niobe is a word that we should know. She was turned into a stone from which her tears continued to flow. Therefore, one that is Niobeⁿ, is one who feels hardened and saddened and from whom tears flow as from a stone.

Antigone's stubborn, self-willed, insistence on her own way and on her rightness is made all the more striking by her appearance opposite the characterization of Creon. Creon seems at first sight to be the hero of the play. He is the one who, like the Aristotelian tragic hero, is a man of eminence, high in power and prosperity who comes crashing down from the pinnacle of greatness, and it is he who speaking in terms of the length and importance of his role is the protagonist. Protagonist of the play is Creon; Antagonist is Antigone.

Creon demonstrates heroic stubbornness in the play. Antigone demonstrates a strong and noble will to do what she feels is right regardless of the consequence. Antigone says, 'Never will the unjust and mean have more respect than the just'. Do you agree with this? Do you admire Antigone? Do you admire Creon?

What does the play Antigone say about the role we often think of regarding women during the time of this writing? What does this say about Sophocles' view of women?

Creon says that the hardest iron can be smashed, the wildest horses can be tamed, etc. do you believe that this is true in all cases?

Conflict of the Play:

Antigone believes that she will be punished in the underworld if she does not bury her brother, and Creon believes that he should be punished.

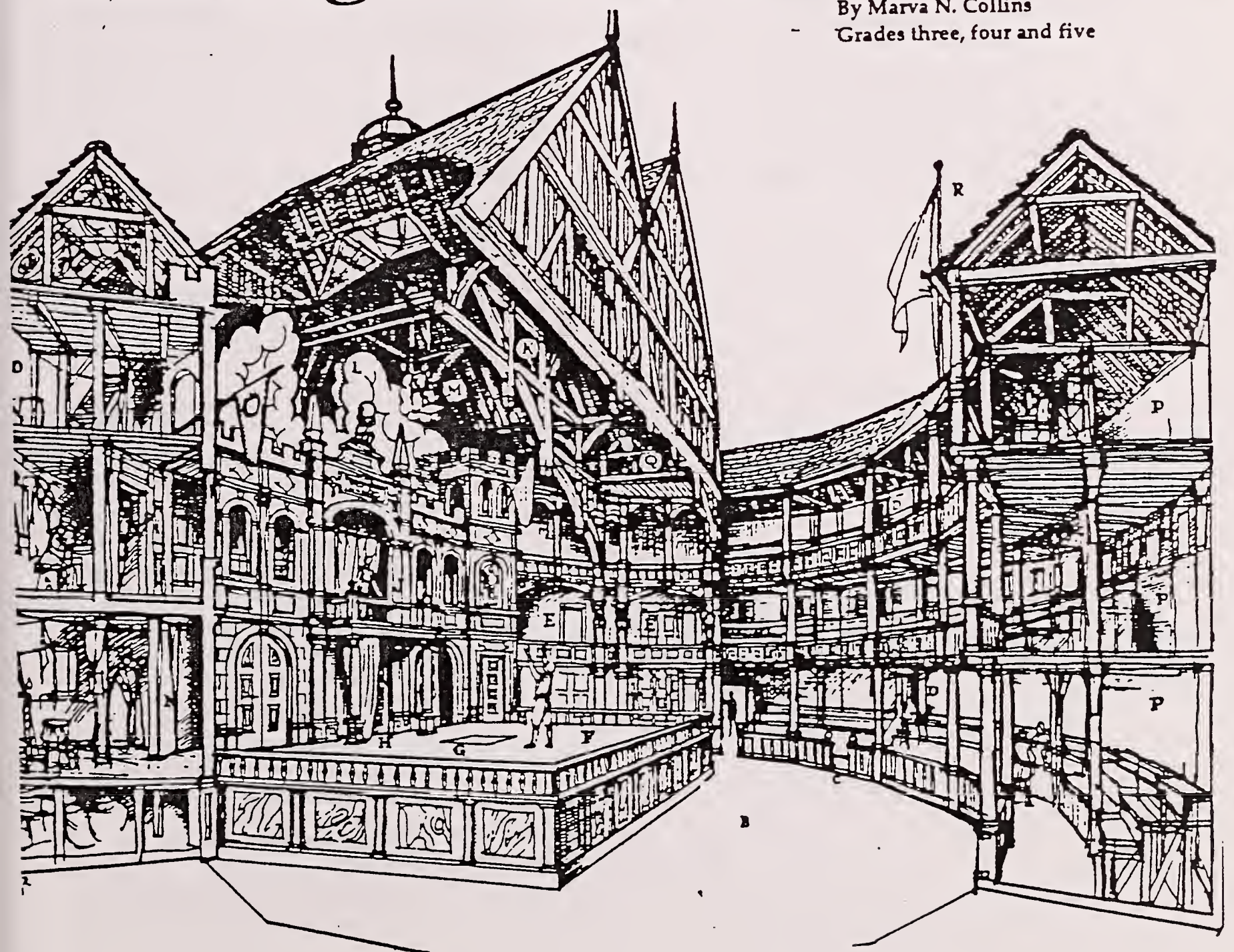
Creon believes in rules of Corinth, and Antigone believes in her religion and family. If there is no compromise, the conflict begins. Both points of view are sincere. Irreconcilability of the two opponents are faced with political viewpoints...the viewpoint of Antigone is that of family loyalty, and the loyalty of Creon is to the state. Both viewpoints are sincere

It was believed that if the dead was not properly buried that fellow ghosts would torment them..

Teaching Shakespeare's Macbeth

By Marva N. Collins

Grades three, four and five



**The Second Globe Playhouse,
1614-1644
(cover)**

B. Yard for standing spectators.
CC. Entrances to lower gallery.
DD. Entrances to staircase leading to
upper galleries.
EE. "Gentleman's Rooms."
F. Stage.
G. Stage trap.
H. Curtained space.
J. Upper stage.
K. "The Heavens."
L. Backing painted with clouds.
M. Crane for "flying effects"
N. Backstage area.
O. Dressing rooms.
P. Spectator galleries.
Q. "Fly" gallery in the heavens.
R. Playhouse flag.

Locale
Scotland

Theme
Murder for personal gain.

Plot
Thou shall not kill.

Kind of play
Tragedy. *Macbeth* is a tragedy because a tragedy gathers pathos and pity.

Do background on William Shakespeare.

Do background on the Globe theatre.

Point out Scotland on the map.

Teach children the British Isles by saying: England, Ireland, Scotland and Wales, four little puppy dogs without any tails.

Macbeth is the shortest of all of Shakespeare's tragedies.

The theme of the seven deadly sins weaves its way through *Macbeth*. The seven deadly sins are: lust, hatred, envy, gluttony, sloth, pride and sloth. Discuss how these sins apply to various characters in the play.

Puzzles of the play

- Pathos
- Hyperbole
- Symbolism
- Etymology
- Tragedy

Students should memorize the soliloquies from the play. Each student should be encouraged to read with tone. When this does not happen, the teacher should read for tone and delivery.

Double, double toil and trouble; fire burn and
Cauldron bubble.
Scale of dragon, tooth of wolf,
Witches' mummy, maw and gulf
Of the ravin'd salt-sea shark, root of hemlock
Digg'd i' th' dark,
Liver of blaspheming Jew,
Gall of goat, and slips of yew
Silver'd in the moon's eclipse,
Nose of Turk and tartar's lips, finger of birth
Strangled babe ditch delivered by a drab,
Make the gruel thick and slab:
Add thereto a tiger's chaudron,
For th' ingredients of our cauldron.
Double, double toil and trouble; Fire burn and
Cauldron Bubble. Cool it with a baboon's blood,
Then the Charm is firm and good.

Macbeth
Act IV:SC I

"My eyes have made fools of all the other senses."
What does this mean?

Lady MacBeth and MacBeth kill together, but they
die apart. What does this mean?

The witches say, "You shall be King." However,
they do not tell him the consequences. What does
this mean? How does this apply to life?

The witches predict, but Macbeth must determine.
What does this mean? How does society predict
for us as a people?

The protagonist is the leading character in a play.
Who is the protagonist in the play *Macbeth*?

Hyperbole is used extensively in *Macbeth* in the
form of supernatural elements like the ability to
tell the future and poltergeists. What other
supernatural elements exist in the play?

Shakespeare wrote *Macbeth* for King James, who
was his cousin. Do you know the King James
version of the Bible?

Can people make us evil, or is evil something that
is inherent in all human beings?

Where does blame lie for Macbeth's situation, is it
with the witches, Macbeth or both?

The antagonist of a play is one who competes with
another character in some way. Who is the
antagonist of the play *Macbeth*?

What is even handed justice?

What are naked frailties?

Write a character sketch of Macbeth and Lady
Macbeth.

Discuss and define the following terms: devotion,

William Shakespeare



patience, courage, fortitude, and ambition.

Why is there evil in the world?

"Time and hour runs through the roughest day."
What does this quote mean?

What does "All the perfume in Arabia cannot make these hands clean again" mean?

What does the following statement mean: "She should have died, hereafter....there would have been a time for such a word."

Who is Hecate? Does Hecate have a modern counterpart?

Describe Macbeth and Lady Macbeth.

Describe King Duncan.

What does the following statement mean? "What has made them drunk has made bold."

Who is referred to as a "Painted Devil."

What does the following statement mean? "If chance will have me King, chance will crown me."

What does the following statement mean? "Why dress me in borrowed robes?" When someone calls you a name what are they dressing you in?

What is the insane root? Hemlock.

What does the "Milk of human kindness" mean?

What does "Vaunted ambition has overlept itself." mean?

What is vaulting ambition? Which character or characters display vaulting ambition in the play?

What does the following mean? "The love that

Out, damned spot! out, I say!— One: two: why, then 'tis time to do't—Hell is murky!— Fie, my lord, fie! a soldier and afeared? What need we fear who knows it, when none can call our power to account?—Yet who would have thought the old man to have had so much blood in him.

Macbeth
Act V: SC III

follows us is sometimes our trouble." How can love destroy us? Entertainers sometimes have fans that love them to death. What does this mean?

What does the following mean? "If it were done when 'tis done, then 'twere well it was done quickly."

What does the term "Bloody instruction" mean? Who gave bloody instructions? Who gives out bloody instructions today? What are those instructions?

What is drunk hope?

How does Lady Macbeth intimidate Macbeth into committing murder? How do people try to intimidate you into doing something wrong?

What does the following mean? "It is a knell that summons Duncan to Heaven or to Hell."

What does the following mean? "Sleep no more, Macbeth does murder sleep; the innocent sleep that nourishes life." How does sleep nourish life?

Who looks like an innocent flower, but is a serpent underneath. Do you know anyone like this?

"Confusion has made its masterpiece." What is the significance of this line?

The four morality players representing Contemplation, Perseverance, Imagination and Free Will.



Who can be wise, amazed, temperate and furious at the same time? What does this mean? What is "The last syllable of recorded time?" Who speaks of this in the play?

"When our desire is gotten without content." What is the significance of this line?

What is doubtful joy?

"Things without remedy should be without regard."

What does this mean?

It will have blood; they say, blood will have blood.

What is the meaning of the following? "We have scorched the snake; not killed it." How is taking drugs analogous to "scorching a snake" and not killing it?

Macbeth
Act III SC IV

"I have stepped in blood too far to turn back now." Who made this statement and what does it mean?

What ingredients did the witches put into their foul brew?

What are some of the ingredients that witches of modern society put into their evil "brews." How can one avoid these evil brews?

"Our fear makes us traitors." What does this mean?

"I cannot minister to a mind diseased." Who said this? Who is this person referring to?

"Pluck from memory a rooted sorrow." What does this mean? Who had a rooted sorrow?

"We are all players who strut and fret upon the stage and then is heard no more." What does this mean? How does this apply to life?

What is a tale told by an idiot full of sound and fury signifying nothing?

Have students reenact the play.

Have a trial for Lady Macbeth and Macbeth. Appoint a jury, Attorney, judge, etc.

Have the children write their own version of the play.

Daily written compositions should be composed based on lines from the play.

Spelling words, dictation, and english lessons can also be taken from the play.

Define for the children the term, "Blood will have blood."

Define the meaning of these words: "The sorrows upon the heart cannot be healed with medicine."

Discuss the etymology of words. Where do we get the word "Caesarian." Julius Caesar was the first known person to be born by a Caesarian section.



TEACHING WILLIAM SHAKESPEARE'S MACBETH

GRADES THREE, FOUR, FIVE, AND UP

Locale of the Play:
Scotland.

The Seven Deadly Sins:
lust, hatred, envy, gluttony,
slovenness, pride, and sloth.

Plot:
Thou shall not kill.

Theme:
Murder for gain.

Kind of play:
Tragedy.

Supernatural forces in the play:
Witches, ghost, blood, and darkness.

Protagonist in the play:
The leading character in any play.

Antagonist in the play:
One who competes with another.

Question for discussion:
Why is there evil in the world?

BACKGROUND BEFORE READING THE PLAY

Do background on William Shakespeare.

Do background on the Globe theatre.

Point out Scotland on the map.

Teach children the British Isles by saying:
England, Ireland, Scotland and Wales, four
little puppy dogs without any tails.

Explain the term tragedy.

When we ask the question, "Why is there evil
for men and women to do?"
We find that there is no answer. The children
will have various answers however.

Discuss Hecate, the priestess of the witches.

Discuss how people or society can predict, but
God and us determine our fates in life.

Why does Lady Macbeth urge her husband to
do evil and call it good? This is but one marvel
of the play.

Define for the children the term, "Blood will
have blood."

Discuss the symbols in the play: The armed
head, aggression against MacDuff, the crowned
child (young Malcom).

Discuss hyperbole and its meaning.

Define the meaning of these words: "The
sorrows upon the heart cannot be healed with
medicine."

The bloody child symbolizes Macbeth born by
Caesarian section.

Discuss the etymology of words. Where do we
get the word "Caesarian." Julius Caesar was the
first known person to be born by a Caesarian
section.

Hyperbole in the play: blood, darkness, ghosts
and witches.

Puzzles of the play: pathos, hyperbole,
symbolism, etymology, and tragedy.

Students should memorize the soliloquies from
the play. Each student should be encouraged to
read with tone. When this does not happen, the
teacher should read for tone and delivery.

QUESTIONS/ACTIVITIES

What is even handed justice?

What are naked frailties?

Write a character sketch of Macbeth and Lady Macbeth.

Discuss and define the following terms: devotion, patience, courage, fortitude, and ambition.

Have students reenact the play.

Have a trial for Lady Macbeth and Macbeth. Appoint a jury, Attorney, judge, etc.

Have the children write their own version of the play.

Daily written compositions should be composed based on lines from the play.

Spelling words, dictation, and english lessons can also be taken from the play.

LINES TO BE MEMORIZED FROM THE PLAY

Time and hour runs through the roughest day.

All the perfumes of Arabia cannot make these hands clean.

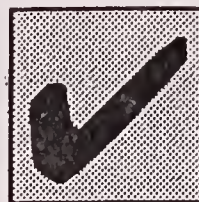
Vaulting ambition overleaps itself.

We will proceed no further in this bloody business.

APPENDIX VII

SKOGEE
LY
ONIX

Local



Today's tip

The AIDS hotline is manned 24 hours a day. Call toll free, 1-800-535-2437, for more AIDS information.

► EDUCATION

Educator's techniques inspire local teachers

By RENEE FITE

Phoenix Staff Writer

Marva Collins, the internationally recognized educator from Chicago, entertained and challenged a room full of Head Start teachers, principals and administrators Sunday at the Indian Capital Vo-tech.

"Our mental maps determine our territory," she said.

Collins asked the teachers what they really wanted to give to their students.

Boynton teacher Bobbie Brown visited Collins' school in Chicago as part of a pilot program and found it a refreshing experience.

"It was enhancing to my skills. The focus is on the positive, she can always turn a negative into a positive."

The Collins style is positive and encouraging, designed to build self-esteem along with vocabularies. Rhymes and repetition make learning fun and effective, even with classical literature.

"Review the old... introduce the new," Collins had the participants repeat after her. "It's re-

ally common sense to me," she said. "Review, compare, contrast and reason."

Albert Haynes, director of Head Start in Muskogee, McIntosh and Okmulgee, said he was impressed by Collins' philosophy that all children can learn.

"It's not just a cliché, it's a reality to her," Haynes said.

"She believes in what she's doing and practices what she believes," said Wanda Davis, Habilitation Training Specialist Supervisor in Tulsa.

Bill Thomas, principal of Muskogee and Checotah Head Start, said he hopes, "teachers will pick up Collins' exciting and positive techniques."

Donald Arney, superintendent of Boynton and Motom, said he thinks Collins' seminars can help change attitudes.

"We must turn around the plight of the black student. They're the most at risk students in the U.S.," he said.

Springfield school volunteers stronger still after 25 years

page 39

ear, I reshelfed books in the
so a teacher for Junior

old Erika Carlson, a stu-
ate MacDuffie School helps
at the Zanetti School.

papers, explain work," she
speak Spanish. I am study-
ing my free period for an
ers drive us over."

l. 55, has left Massachusetts
urance Co. for an hour each
t six years to tutor young-
d read to them.

Springfield public school has a
that provides resources and
time to work with young-
representatives sit on all
ement teams.

14 years ago following a
electrical draftsman, Janet
3, became an art mentor at

essons in art," she says. "I
ent mediums and ideas and
eir scope. I show them how
and trees."

s. 64, takes on the role of
for youngsters at Balliet

ries of the times you lived,"
ing stamps, having so many
rice. I tell them all we have

Lavallee, 63, retired from
became a school volunteer.
d of staying home." Besides
School Volunteers Advisory
s, "I spend all Wednesday in
class, helping the teacher. I
wants: reading, arithmetic,
one."

Deborah Chrzanowski, who has two chil-
dren in school, was honored this spring as an
unsung hero for spending 15 hours a week
between the Chestnut and Pottenger
Schools. Chrzanowski established the school
store at Chestnut Middle School, taught
youngsters how to order merchandise and
keep inventory and supervises operation of
the store two days a week.

At Pottenger, she advises the student
group that works on environmental aware-
ness and helps them plan projects such as
recycling and tree planting.

Chrzanowski believes the involvement of
parents and community members has a pro-
found impact on youngsters.

"If we want children to be responsible,
we must be responsible," she says. "If we
want them to be caring, we must be caring.
If we want them to help, we must help. We
must be the change we want to see in the
future."

Sweet Davis describes her job and that of
her five-member staff as "matchmaking," lis-
tening to the needs of the teachers and find-
ing the best volunteer for the job.

"Some people feel comfortable working
directly with children," she says. "Others de-
cide to make a contribution working on com-
mittees or speaking."

Veta Daley, principal at Kennedy Middle
School, praises volunteers.

"They are very important developing in-
tergenerational relations," Daley says. "It
teaches the children to respect older people
and creates a supportive community, a kind
of extended family, stable relationships that
we sometimes lack in society today."

Judith Kennedy, principal of Pottenger,
agrees.

"They bring the real world into our aca-
demic setting," she says. "When the children
see professional men coming to read, it gives
these youngsters the idea people out there
really do read."



Deborah Chrzanowski was honored this spring for spending 15 hours a week as a school volunteer.

GLOBE PHOTO / CHRIS FITZGERALD

"I have had volunteers in the art
program make papier mache, help in the li-
brary with book circulation and return books
to the shelves. They run the school store,
copy papers, go on field trips, read aloud. I
have had volunteers help in the office at
lunch time. With the budget crisis, we
couldn't make it without volunteers."

According to Peter Negrone, Springfield
superintendent, "We in the schools can only

do the job if we have the support and in-
volvement of the total community. Volun-
teers are one part of that."

Mary Devlin, 81, a founder of the volun-
teer program, remembers how a teacher
took one of the first volunteers aside after
the woman had worked for three weeks with
a child having academic difficulties: "The
teacher asked, 'What in the name of God
have you done? That kiddo has picked up so.'

"The volunteer said, 'I've done noth-
ing but sit and listen.' The child would heav-
ily sigh and ask, 'Where did I leave off last
week?' Then she would give a blow-by-blow
description of what was happening in the
house." After a quarter century the incident
is still clear in Devlin's memory, "Just hav-
ing one person give that kiddo one hour a
week of undivided time made all the differ-
ence in the child's academic work."

NG-SCHOOLS

MASSACHUSETTS

OWELL

Department of

al Engineering

R BSME DEGREE

YOU EARN

OR LIVING

an enhance your

you move up in your

LEARNING-SCHOOLS

Adults!

It's your turn.

Thinking about going back to school this fall?
At UMass Boston, you'll benefit from an out-
standing faculty, flexible schedules, and afford-
able costs—and you'll join thousands of adult
students at a university that will welcome you
and the perspectives you bring to your studies.

LEARNING-SCHOOLS



Summer's Here
And the Time is Right
for a new chapter

Springfield volunteers tutor, listen, help

By Jean Caldwell
SPECIAL TO THE GLOBE

SPRINGFIELD — At 70, Rose Krasner is back in elementary school. She is one of some 3,000 Springfield School Volunteers who tutor students, read to them, listen to them, shelve library books, spruce up the school yard, operate the copier, chaperone dances and field trips, manage fund raisers.

"I work with special needs youngsters," says Krasner, who became a volunteer four years ago after retiring from a business career. "I seek out the ones who need my individual attention. I check and see what they are doing and encourage them. I play with them. Whatever they are doing, I am part of it."

This spring, Springfield School Volunteers Inc. celebrated a quarter century of serving children. Melaine Sweet Davis, director of the volunteers for the last nine years, says the program may be the biggest of its kind in the country for the size of the school system.

Sweet Davis believes the program has garnered more national awards than any other similar organization, having been honored for its tutorial program for homeless youngsters, its literacy program, intergenerational program and school/business partnership. The program also has received many state awards.

"We get calls from all over the country from people asking for help to start programs," she says. "You can't start where we are today after 25 years. There is trust building; it probably



GLOBE PHOTO / CHRIS FITZGERALD

takes a good five years to let people know you want them."

Volunteers range in age from students such as 12-year-old Maya Wallace, member of the student council at Kiley Middle School, who says she "organizes activities, dances, road races" to 87-year-old Maxine Harrigan who began mentoring youngsters in 1977.

"Our goal is to have every constituency in the city represented," says Sweet Davis. "The message from everyone at the top is: We have to have you. We really mean it."

Carol Harrell, 43, a parent who works with first- and second-grade youngsters at Pottenger School, says, "I help children editing stories, working on the computer. If the teacher needs paper pre-cut for art, I do that. I staple papers

VOLUNTEERS, Page 41

Renaissance School gets down to details

This is the first in an occasional series of stories on the charter schools proposed for Boston.

By Muriel Cohen
SPECIAL TO THE GLOBE

Bob Gandet was running errands in his West Roxbury neighborhood on a recent Saturday when another shopper introduced herself and congratulated him for being among the winners awarded state approval to open a charter school in Boston.

Gandet found the instant celebrity exhilarating for the moment, but sobering in the long term. Just weeks after getting the nod from Piedrad Robertson, state education secretary, Gandet and his fellow school reformers are faced with the realities: finding the necessary several million dollars to upgrade a building they have located in the Fenway, hiring staff members, developing curriculum and standards, recruiting students and parents willing to be involved in a public school that is independent of the Boston school system.

Before they can proceed with the nuts and bolts of starting a school from scratch, however, the sponsors are grappling with some ambiguities in the charter school legislation and un-

CHARTER, Page 42

Volunteer Deborah Cirzanowski works with students at the Chestnut Middle School store.



Renowned educator Marva Collins, captured in this portrait by Brian Lanker, will speak at the opening of Lanker's special exhibit, "I Dream a World: Portraits of Black Women Who Changed America," next Sunday at 3 p.m. at the Springfield Museum of Fine Arts.

'I Dream a World'

By ANNE-GERARD FLYNN

Shoes secured with Velcro straps are among the items educator Marva Collins dismisses as being "too easy" for children. Works by Tolstoy, presentations of Platonic philosophy and books without lots of pictures are materials she uses with even the very youngest students at her Westside Preparatory School in Chicago.

"We've made everything easy. We've become more interested in the package than actually doing things," said Collins, who feels America's public education system is on an odyssey into mediocrity.

One of the 75 women featured in the touring exhibit "I Dream a World: Portraits of Black Women Who Changed America," Collins is scheduled to speak next Sunday when the show opens at the Springfield Museum of Fine Arts at the Quadrangle. Her talk at 3 p.m. is part of an African-

Hollister Sturges, director of Museum of Fine Arts, noted that the exhibit, featuring photographs and text by Pulitzer Prize-winning photographer Brian Lanker, includes both well-known and little-known black women.

"The exhibit is not just for Afro-Americans but for everybody to understand and appreciate the contributions of Afro-Americans," Sturges said. The show continues through Nov. 6.

Women in the exhibit range from entertainers like Oprah Winfrey and Lena Horne to writers like Alice Walker to individuals like Rosa Parks, the Alabama seamstress whose arrest after refusing to give up her bus seat to a white man in 1955 helped launch Martin Luther King Jr. on his civil rights campaign.

After 14 years as a public school teacher in Chicago, Collins founded the Westside Preparatory School there in 1975 for kindergarten through eighth grade. She now operates three other similar schools, including one in a public housing project, with a total enrollment of some 700 students.

"Every one of our students has graduated, none has gotten pregnant and we've never had a police report in 20 years," Collins said. She said

Black women who made a difference celebrated

Continued from Page F-1
she has had a number of students accepted by a Jesuit-run, private high school in Chicago.

Collins credits her success to a curriculum geared, in part, to developing moral values and critical thinking through the reading of world literature. Works used with second- to eighth-graders range from the epic "Gilgamesh" to 18th century English poetry.

"School, to me, is a miniature of society and should be teaching people how to function in the real world. You don't go through life marching in lines," said Collins. She said she feels most public schools teach younger children too much by rote and regimentation.

She said her youngest students in kindergarten and first grade de-

velop their language skills through "heaping doses of phonetics."

Discipline, she said, is developed through fostering self-esteem.

"Those misbehaving are not sent to the office. They are told to write 100 reasons why they are too bright to do what they did," said the educator.

Has own agenda

Collins said she has turned down presidential requests to serve as Secretary of Education, preferring the freedom to pursue her own agenda. In the last two years, she estimates, she has given presentations to some 17,000 teachers.

Collins said the same goals are set for all students in her schools regardless of background.

"A child is a child. Despite the fact they may come from the inner city, there are not inner-city values and expectations. Our children are scholars because first of all, I have to be a scholar," Collins said.

Collins added that she reads between "800 to 900 books" a year.

In addition to Collins' talk, events planned for next Sunday at the Quadrangle include a puppet show, "Are You Ready, My Sister," by the Underground Railway Theater, at 1:30 p.m.; and a variety of ongoing activities throughout the afternoon.

All activities are included in the museum admission fee of \$4 for adults and \$1 for children ages 6 to 18. Museum admission is free to children under 6 and members.

In conjunction with the exhibit, the Museum of Fine Arts is planning to hold a panel discussion next month on the achievements of African American women in Greater Springfield. As part of that event, on Oct. 23 at 2 p.m., 25 black women from the area will be honored for their contributions.

IF YOU GO

EVENT: Educator Marva Collins featured speaker at African-American Arts Festival opening exhibit "I Dream a World: Portraits of Black Women Who Changed America," by Brian Lanker

WHEN: Sept. 25, noon to 4 p.m., with Collins talk at 3 p.m.

WHERE: Springfield Museum of Fine Arts, 49 Chestnut St.

COST: Free with museum admission of \$4 for adults, \$1 for children 6 to 18.

FOR MORE INFO: Call 733-4214

August 1, 1994
6-9.

The Augusta Chronicle

Monday, January 24, 1994

The South's Oldest Newspaper—Established 1785

WALTER E. WILLIAMS

Two schools' stories light path out of poverty

"I WILL NOT LET YOU fail. Kids don't fail. Teachers fail. School systems fail. Colleges that turn out teachers who cannot teach fail." That was Marva Collins' attitude when she started Chicago's Westside Preparatory School on the second floor of her home in 1975 with \$5,000.



Since that time, the school has grown from six to 250 students, with hundreds on the waiting list, and a worldwide reputation for excellence.

RECENTLY, I HAD the pleasure of an on-site visit to the Marva Collins Preparatory School of Cincinnati (MCPSC) that's affiliated with its Chicago sister. In 1990, Cleaster Mims started the school with 24 students in the basement of the Olivet Baptist Church.

With volunteer help, Mrs. Mims and her board of directors were able to purchase the Cincinnati Hebrew Day School building. There are now 126 students, with dozens on the waiting list.

Virtually all the MCPSC students are from low- and moderate-income households. All are black except two. Grades go from preschool through eighth. Almost 90 percent of the students score at grade level on standardized

I visited every single class and saw students bristling with enthusiasm. In one class, sixth, seventh and eighth grade students were at the blackboard writing solutions to a fairly high level of pre-calculus math problems.

THAT'S JUST PART of the story, because you must be wondering what government agency gave Mrs. Mims the grant money to start the school. There was, and is, none. Rev. Booth, pastor of the Olivet Baptist Church, recalls the school's financially shaky beginning: "Two or three mothers wouldn't give up. We started with a raffle." Plus, Mrs. Mims and other good Cincinnatians, white and black, be-

66
The message is that black people, even those with meager means, have the resources to meaningfully solve problems.

gan fund-raising events and made charitable donations.

Now you say, "What's the tuition?" It's \$1,000 for one kid and \$4,000 for two. Tu-

help working parents.

Then there's the energetic and persuasive Mrs. Mims and her board of directors, beating the bushes for used equipment and scholarship funds. Such zeal to provide black kids with a better education makes saying no to a request for financial help difficult — I know, firsthand.

THERE'S A MESSAGE in this story about Mrs. Mims and her helpers. The message is that black people, even those with meager means, have the resources to meaningfully solve problems.

That has always been the case until we were sold the idea that we are helpless victims of a racist society and that government programs, politicians and assorted poverty pimps were our salvation.

For people who say they care about the destruction of black kids' future by government schools, I want them to answer some questions for me:

■ What kind of racism and poverty stops us from having a raffle, if needed to start a school?

■ Do we really have to worry about racial integration before there can be black educational excellence?

■ How many more generations of black children's education are we going to allow to be destroyed as they're held hostage by an incompetent, costly, self-serving government education establishment?

EDUCATION WEEK

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ON ASSIGNMENT



Wells Homes on the South Side.

But in the time it takes the scenery to shift from the posh hotels and department stores of Michigan Avenue to the maze of uniform brick dwellings on narrow, stark streets, an unwelcome wariness has settled in my stomach.

The last time I visited this part of Chicago—to observe the Beethoven Project at the Robert Taylor Homes—a man with a rifle was captured outside the child-development center moments before I departed.

By the time we enter the Wells housing project, named for a prominent African-American woman journalist of the late 19th and early 20th centuries, conversation between Photo Editor Ben Smith and me has dwindled from easy banter to the clipped phrases necessary for navigation.

Ben is with me to take the photographs that accompany this story about a private, tuition-free K-2 school launched here last year under an unusual partnership between the U.S. Justice Department's office of juvenile justice and delinquency prevention, the Chicago Housing Authority, and educator Marva N. Collins.

As we approach the Madden Park Fieldhouse, the city park-district facility that houses the Ida B. Wells Preparatory School, we pull the rental car as close as we can get, only about five cars away from the door.

But on our brief walk from the car, we can't shake the feeling that we're encroaching on a landscape whose rules are unfamiliar and whose dangers are beyond our imagining.

Gathering up notebooks, cameras, and bags—objects that mark us as outsiders—and walking the 25 paces to the door seems to take as much time and energy as any 10K race either of us has ever run.

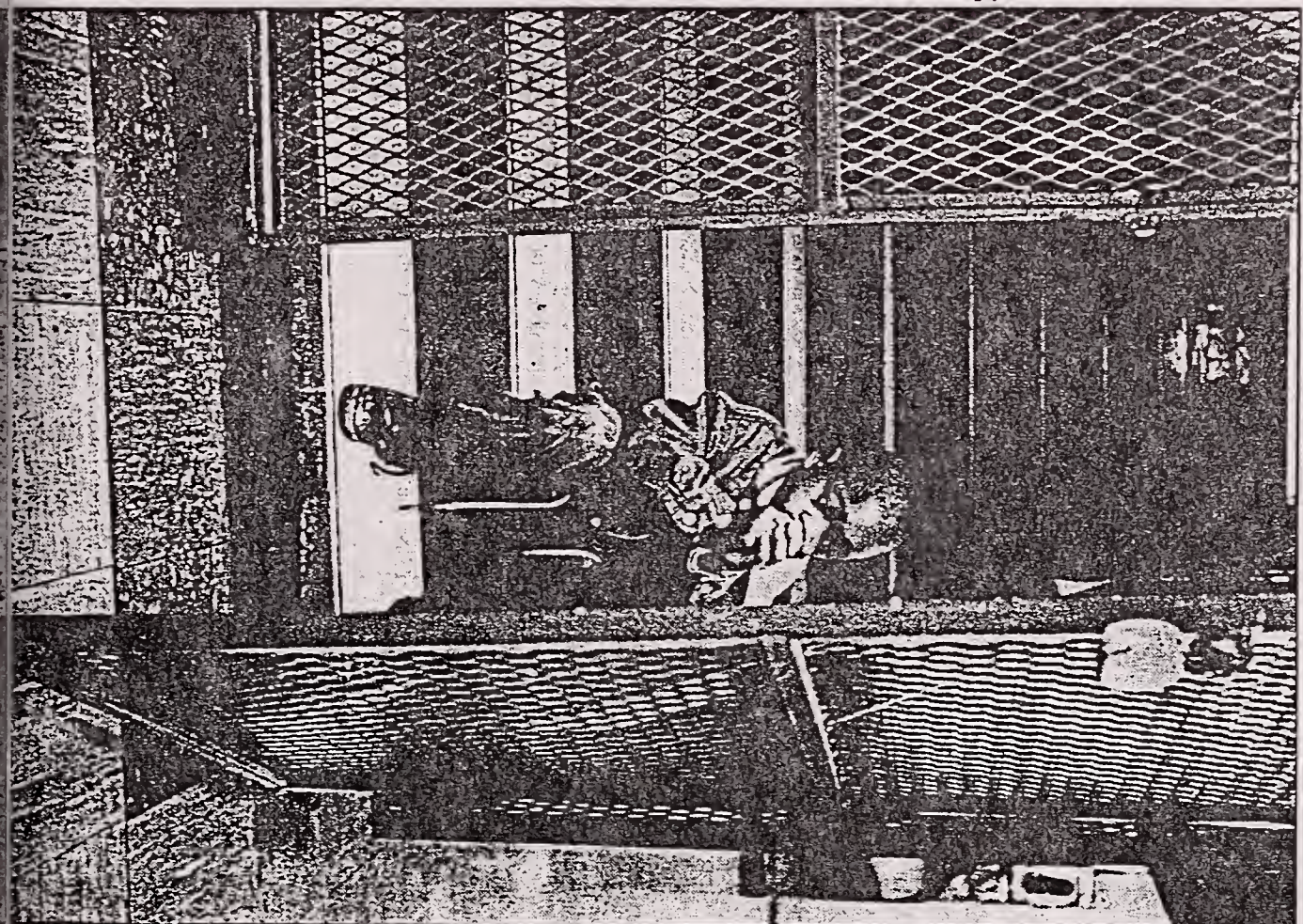
The somber feeling of the street is quickly erased as Marva Collins sweeps us into a classroom where teacher Otis Cromartie addresses mannerly children in crisp green-and-white uniforms as "bright boy, bright girl." He is leading his charges in a reverberant chant: "We are the kindergarten class at Ida B. Wells Prep, and we are the most powerful, good, luminous kindergarten in the whole world!"

Collins has been widely hailed for her work in founding Chicago's Westside Preparatory School and others like it elsewhere in the city and in Cincinnati, and her recipe for success in raising the achievement levels of low-income children unfolds before us.

Proverbs are recited and dissected. "Nostalgic," "hector," and "ambiguity" are on the alphabet list. "Cogito ergo sum" and "Listen, think, and execute" are rallying cries.

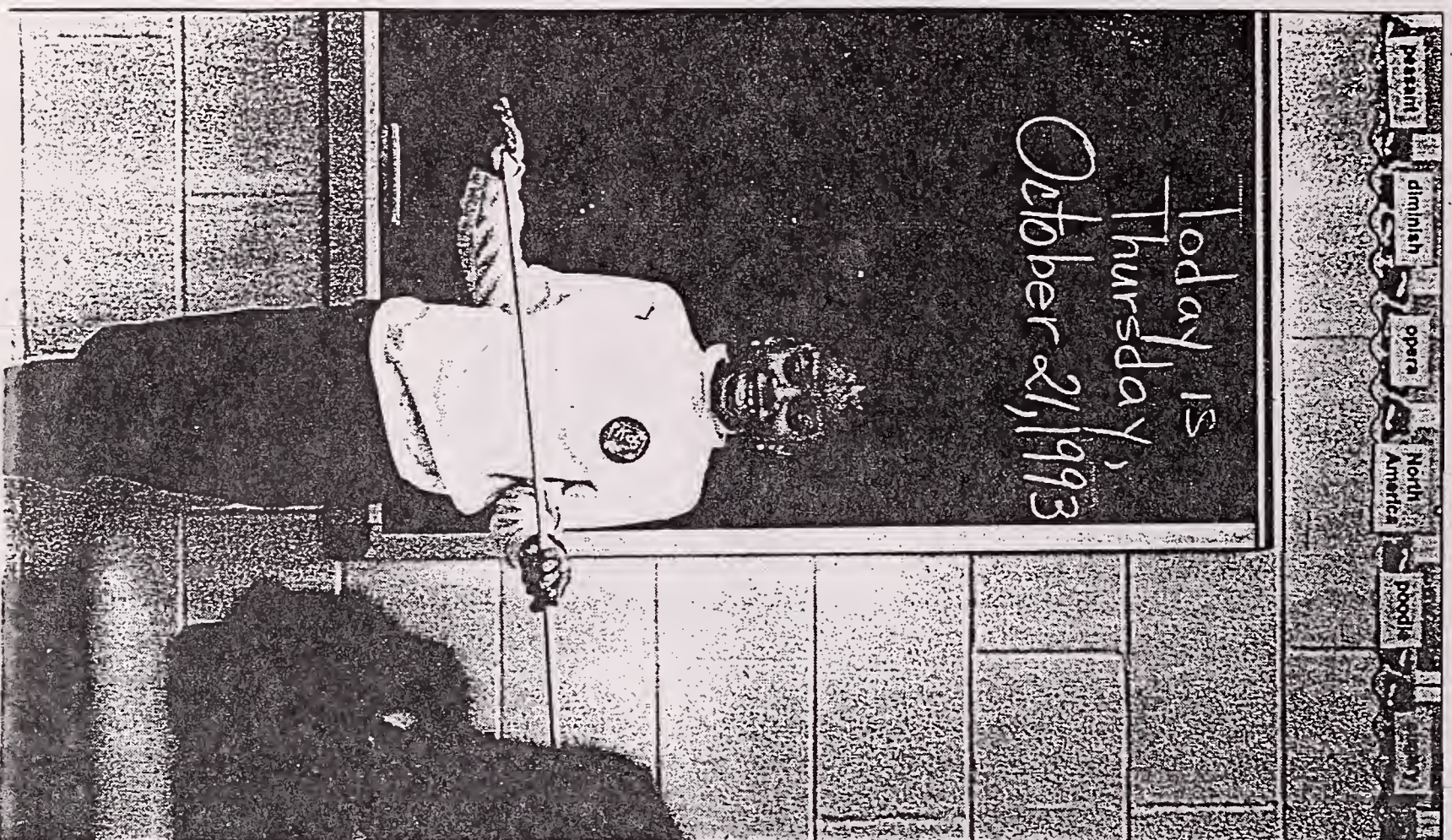
Instructions and sums are doled out fast and fur-

streets of despair

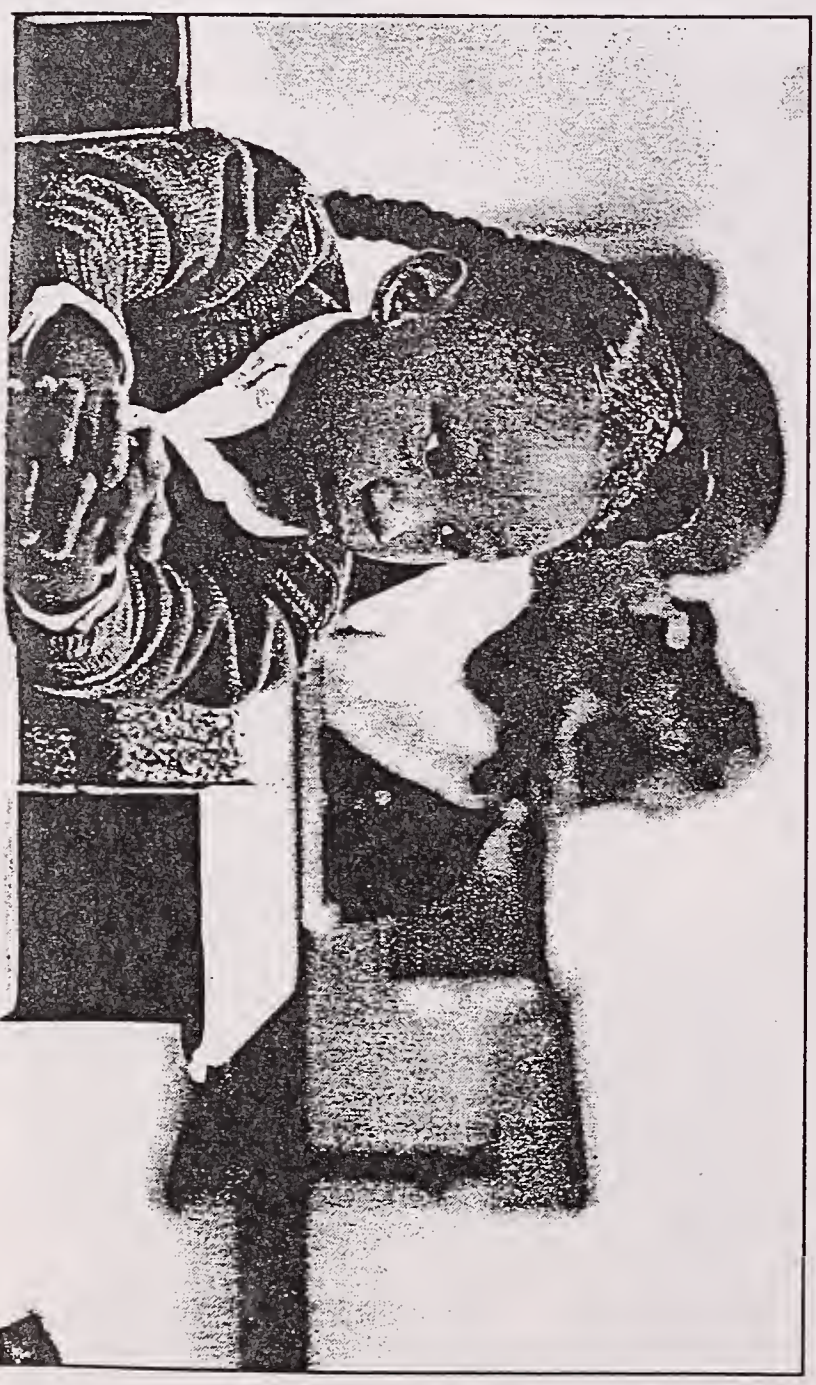


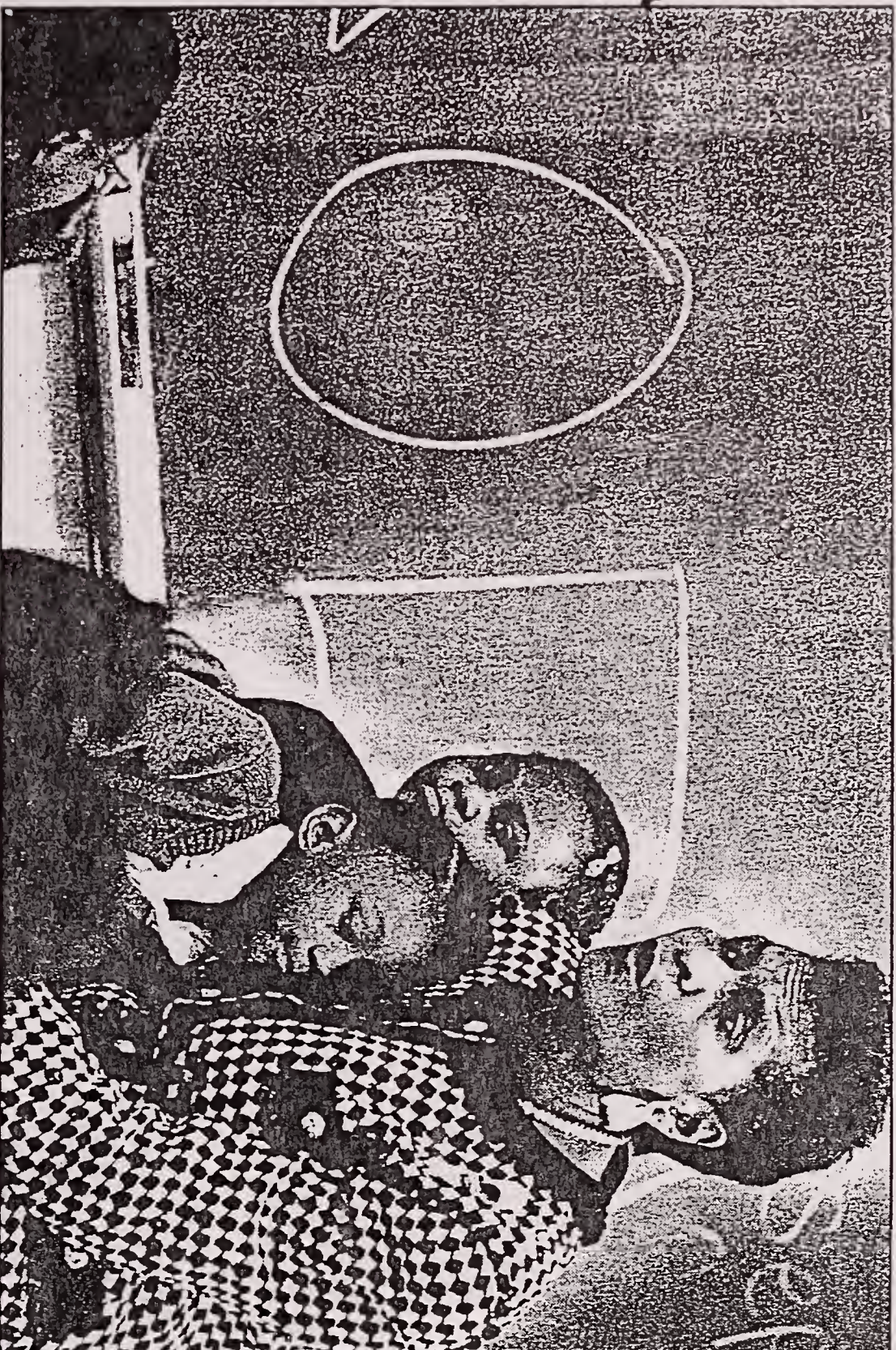
text by
deborah l.
cohen

photos by
benjamin
tice



The streets outside the Ida B. Wells Preparatory School on Chicago's tough South Side are ominous, but the faces inside are luminous. Neatly uniformed, well-mannered children listen attentively and work hard at a demanding curriculum. Their creed is: "I was born to win if I do not spend too much time trying to fail."





Marva N. Collins, whose vision guides the school, tells students, "We are known by our deeds, not our needs."



streets of despair

Continued from Page 16

teacher's answers to challenge children to think and question.

Physical proximity between teacher and pupil is close, eye contact direct, both praise and scrutiny liberally dispensed. A body language of pride is strictly enforced: hands out of pockets, no leaning on desks, sit up, stand tall.

"Society more or less tends to outcast certain people, not necessarily by race, creed, or national origin, but based on location," Cromartie says. "I don't need to tell them they are marked. I will tell them if they don't work hard every second, their opportunities will not be accessed."

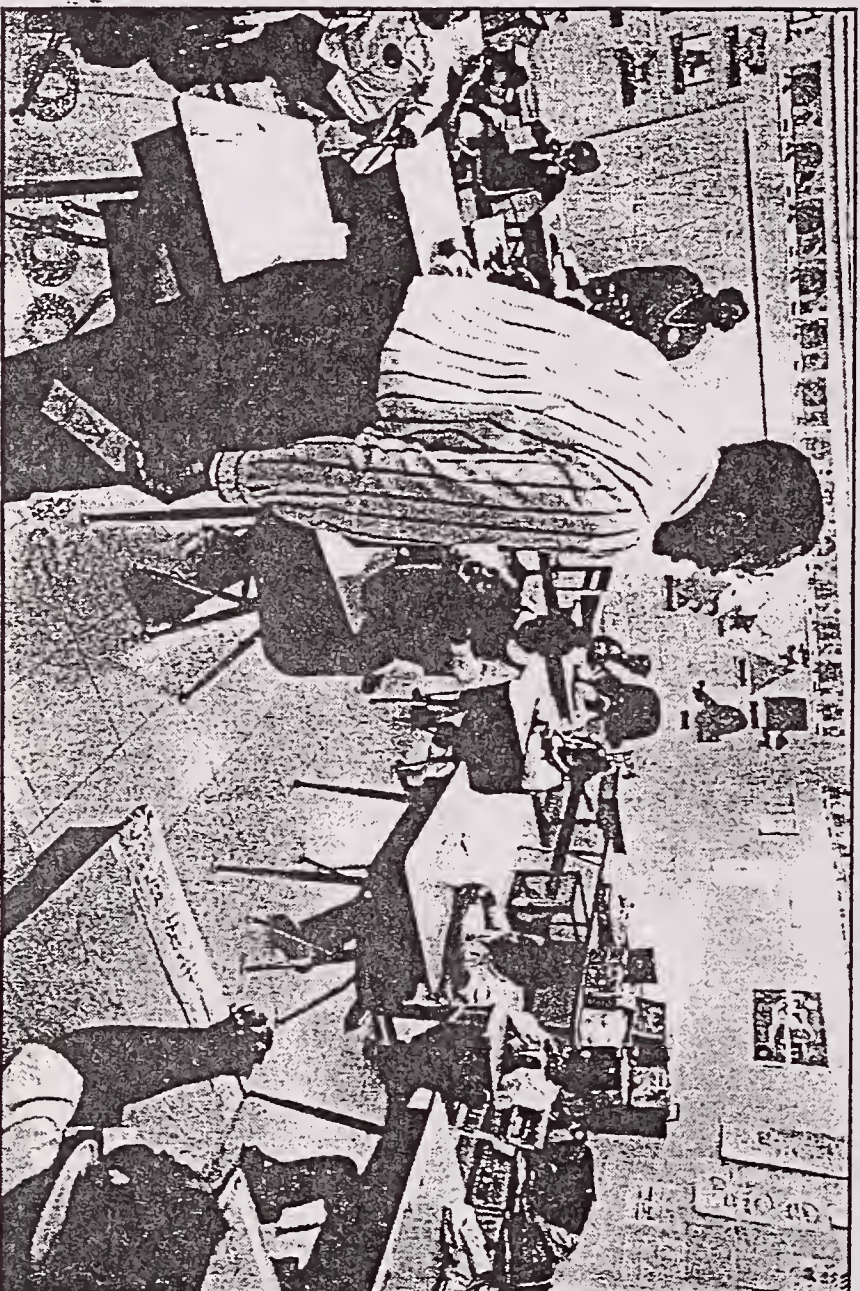
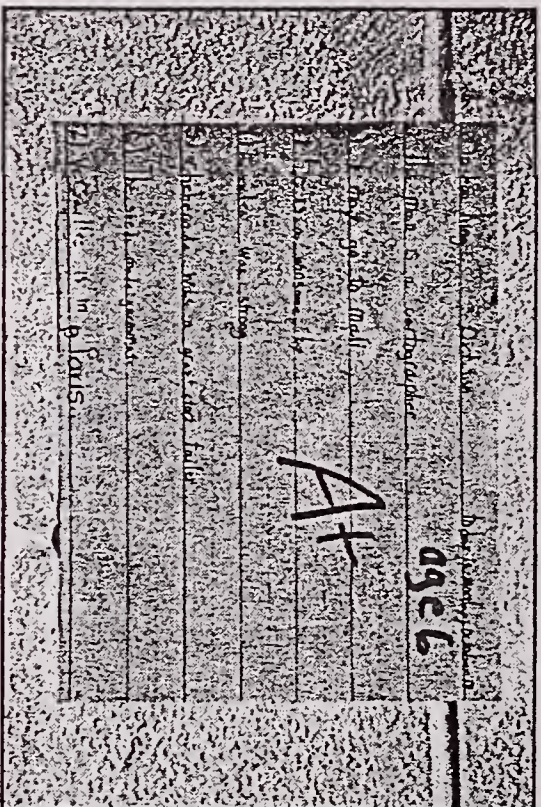
The expectations and attitudes being cultivated at Ida B. Wells are part of a deliberate effort to intervene early in the lives of children growing up in high-crime, high-poverty settings with a dearth of positive role models.

The Justice Department is funding Wells Prep as part of its "Weed and Seed" program, which combines tougher law enforcement in poor neighborhoods with social programs to spur economic opportunity.

The school, which now serves 80 students living in the Wells homes, is modeling a "new and innovative approach to try to do something about juvenile crime and violence at the front end," notes Travis Cain, a Justice Department program manager for the initiative.

The Chicago Housing Authority, which maintains the facility and pays administrative and utility costs, also cites as goals keeping students in school and promoting family, personal, and civic responsibility.

Before this grant, Collins had routinely channeled



"It was always my belief that my people could have never failed so completely without the government's help," she explains.

But the offer to apply her philosophy in a housing-project setting that could serve as a national model made her reconsider.

"I thought, 'Maybe I should take it and prove that it can be done,'" Collins explains.

"Most people see these children, and they think they can't learn. They never hear the words bright, brilliant," she observes. "The expectations are as high here as in the most nurtured suburban area. You create an image and you reinforce it."

"We are known by our deeds, not our needs," she frequently chides children.

Instruction at Wells is grounded in the Socratic method, with teachers posing frequent questions to which students must respond logically.

The curriculum is rich in basics, short on frills. The only recess is a brief interlude of song and movement in the classroom after lunch. The goal is to maximize teaching time.

"Learning is integrated; everything is interconnected," observes Sandrell Green, who teaches 1st grade. "They are not just learning facts or words, but practical application."

"Everything we do from 9 to 3 is geared to seeing how we can affect them and keeping them striving for the best," adds Yvette McPhan, whose 2nd graders reel off lyrics of inspirational poems and parts of the human skeletal system with equal zest.

Parents, who are encouraged to play an active role in the school and to attend a series of parenting workshops, marvel over all their children have learned in such short order and draw a stark contrast between Wells and the local schools.

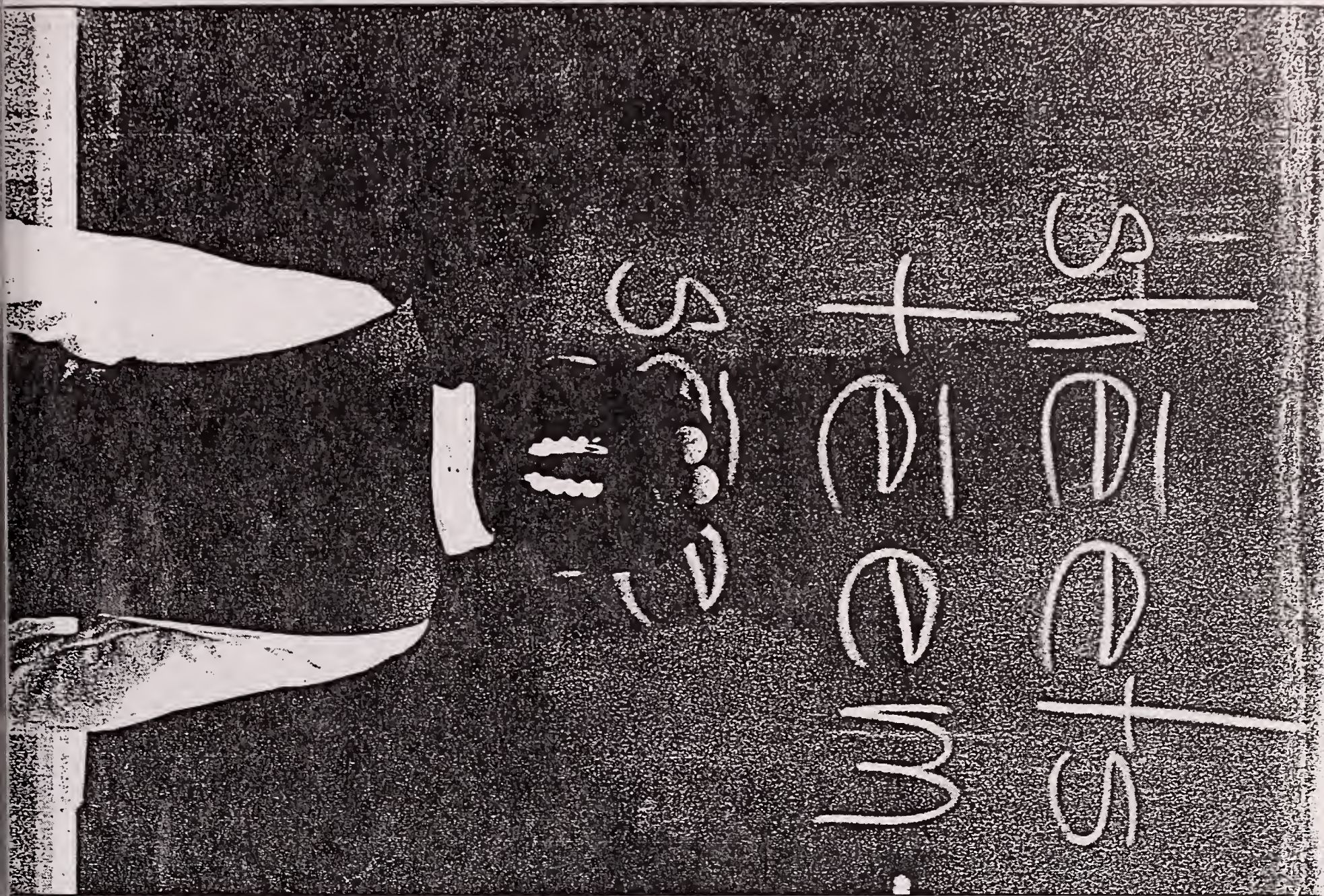
But they worry about what will happen when this sojourn ends.

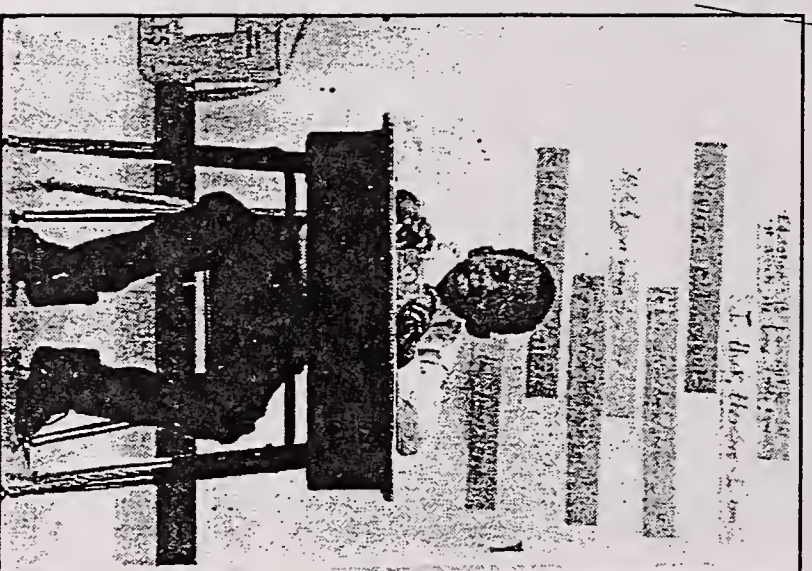
At this point, the Justice Department plans to expand the program—which started with just kindergarten—only through grade 4.

Valerie Cannon, a parent-aid at the school, says her daughter has become so diligent and motivated that "she comes home and watches the news, and

Continued on Page 20

Physical contact here is important, and a body language of pride strictly enforced. Children are both liberally praised and admonished, and always encouraged to strive to do their best. Children who are sad or listless are comforted, but never fawned over by their teachers.





School of hope

streets of despair

Continued from Page 18

she doesn't get mad as much because they talk about your feelings" at school.

"They are not going to get that kind of attention in the public school," she says.

The public schools "are not going to know what to do with them," adds Jimmy Thompson, the school's parent liaison.

"I don't care where you are or where you're from—there's got to be a foundation somewhere," says Mark White, who works in the building as an attendant for the park district.

Children at Wells who appear listless, sullen, or sad are hugged or walked to the board to lead an exercise, but never fawned over.

"I can cry more tears than you'll ever cry," Ella McCoy, the head teacher, says in a no-nonsense tone to a weepy 1st-grade girl in a vibrant vest and a rainbow of barrettes. "If you strike a thorn or rose, keep a-goin'!" she urges, quoting a poem by Frank L. Stanton.

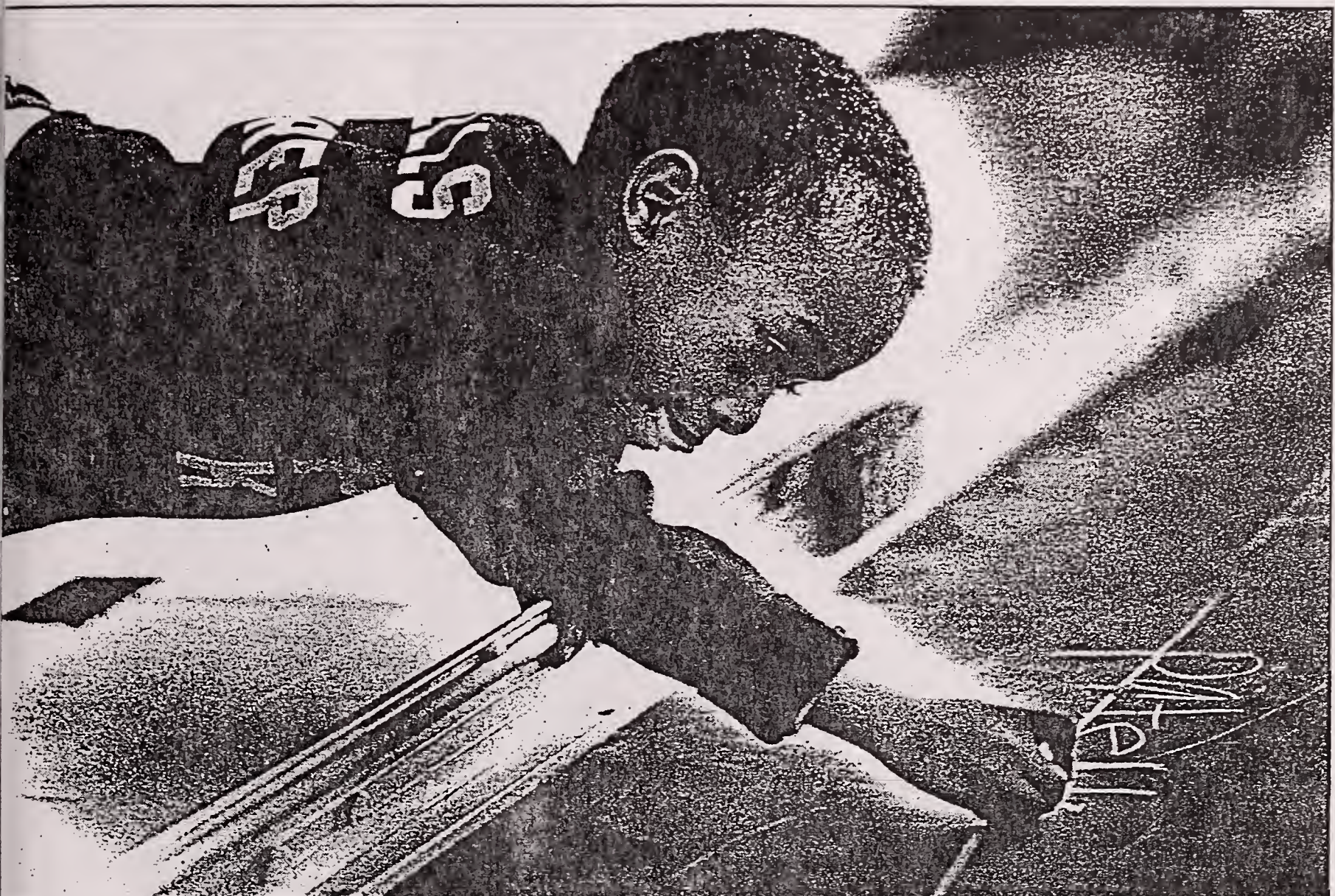
We get a hint of how stinging those thorns can be after school on the first day of our visit, when Ben ventures outside to take photographs of children leaving for home.

Outside the door for just moments, he is ambushed by four young men who pummel him and lunge for his cameras.

The scuffle is headed off quickly by parents and police passing by, and a camera that had been taken is quickly returned intact by a parent. But Ben is bruised, and the brightness of our time inside is dimmed.

The next morning, we lose our course—and our courage—as we try to navigate ominous, unmarked streets to the home of a parent-aide who agreed to let us photograph her and her son en route to school.

When Ben ventures out again to capture images of children arriving for school, a parent-employee who has kindly offered to stand watch is shepherded aside by a gang leader, who suggests he tell us the photos





Parents worry that the kind of individual attention students receive from teachers like McPhan, right, and Elia McCoy, above, will be missing in the public schools.



Recent drug sweeps involving videotaped footage have heightened apprehension among gang members about strangers bearing cameras and notepads. Our visit, we learn, "came up" at a gang meeting last night.

Offering their concern, school personnel are as shaken by our experience as we are and maybe more so—the incident is fleeting for us, but the risks for them remain. We are all left wondering what steps we could have taken to help protect each other.

Inside Ida Wells, the still-luminous kindergarten class is reciting Collins's "creed."

"I was born to win if I do not spend too much time trying to fail," children intone. "My success and my education can be a companion. Which no misfortune can depress, no crime can destroy, no enemy can alienate."

The educators here—like the gangs, yet for very different reasons—are trying to blot out the troubling images of the outside world for these children. Their ultimate goal is to steer children away from the kind of reflexive anger we encountered here.

Collins herself describes the school's mission as "recording a new tape" to erase the "can't do's" these children are up against and deliver a message of boundless possibility. "We have taken an unreal, fetid world and rescripted it," she observes.

Thompson, who has lived in the community for 17 years and has two children at the school, voices hope that no matter how abbreviated the experience, it will not be wasted.

"If it ends today, it was a great run," he reflects. "It's left to the parents to go to the public schools and say, 'My kid can do better than this.'"

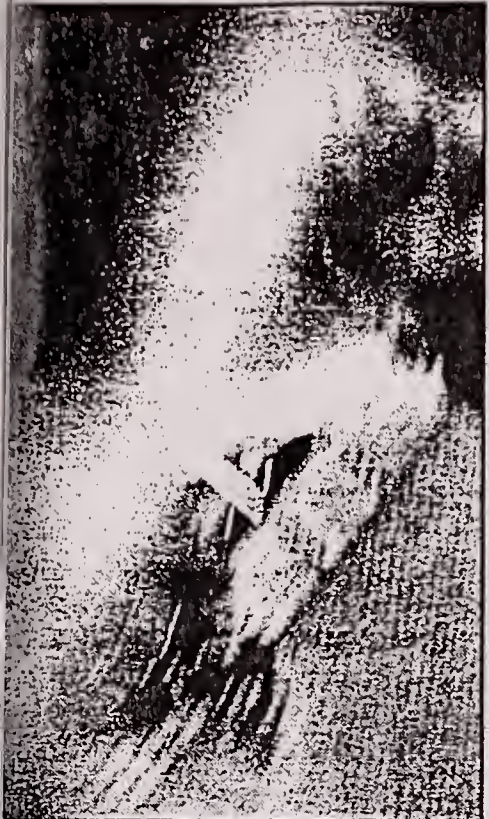
"If nothing else, I hope we are saying to the child that we are here for them," McCoy says.

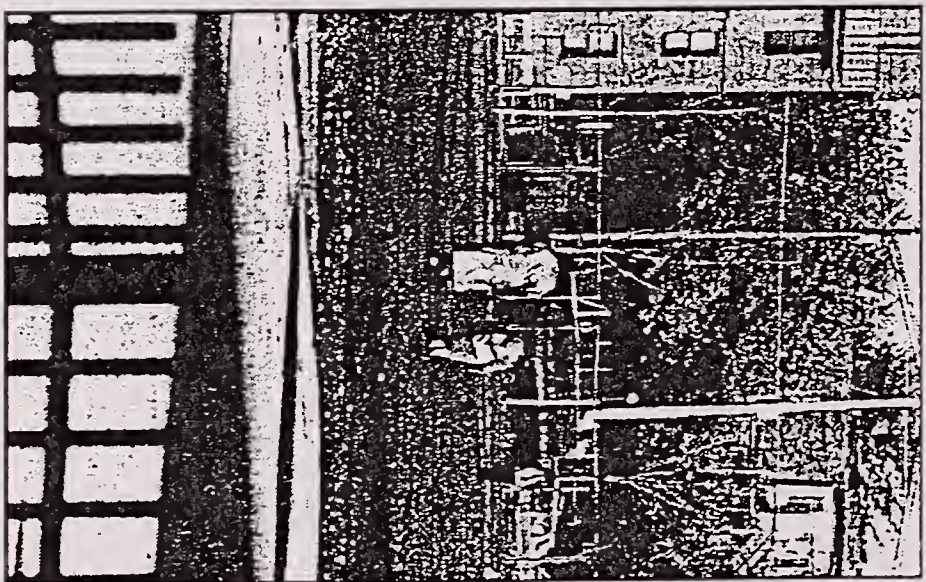
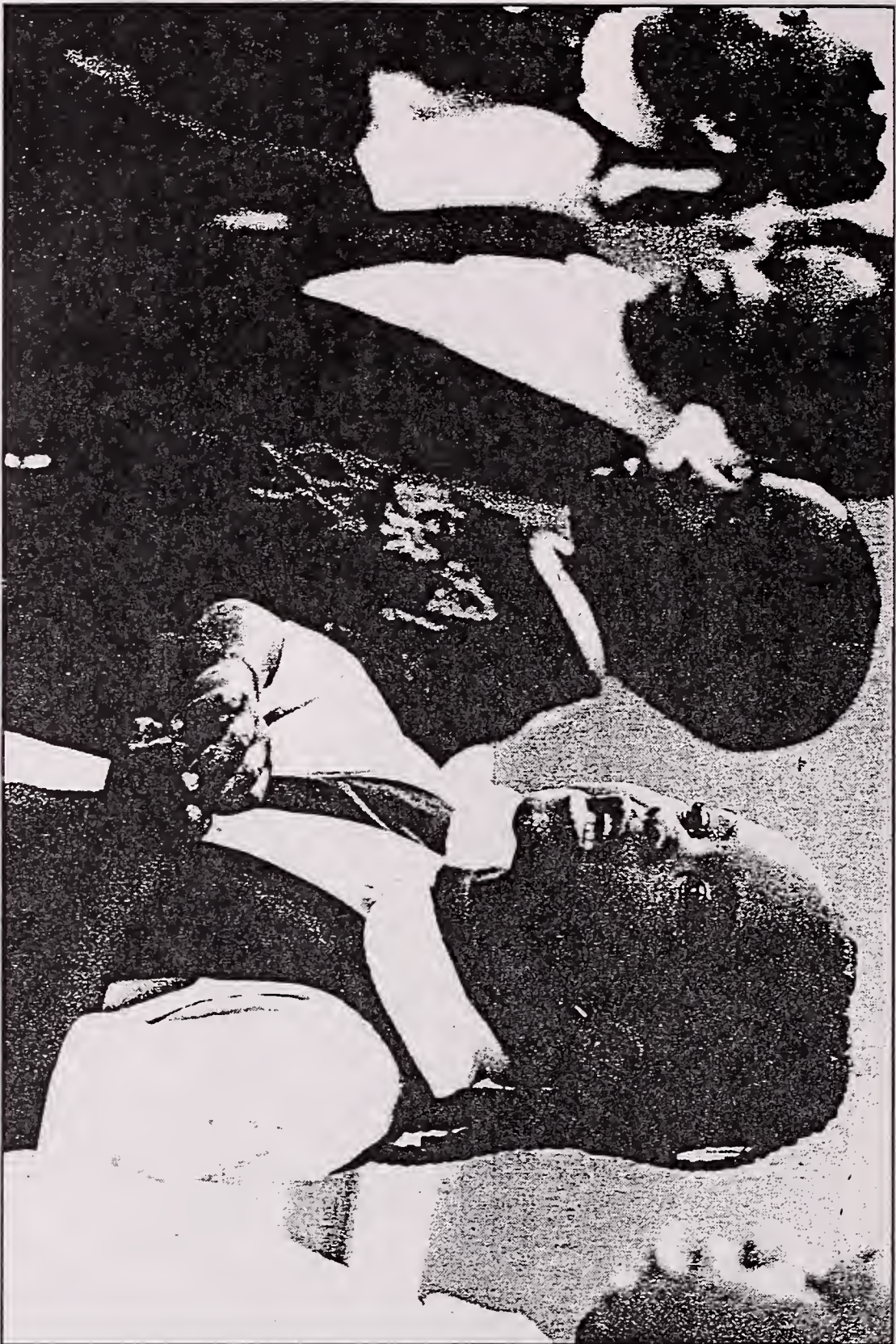
The threat of further violence limited our photographs of the world outside the Ida B. Wells Preparatory School, and our fleeting brush with that world has cast us as both the invader and the invaded. Fear, despair, and relief accompanied us on our journey out. But the faces of brightness we encountered have left a lasting impression. ■



Kindergarten teacher Olls Cromartie says, "Society more or less tends to outcast certain people. ... I don't need to tell them they are marked. I will tell them if they don't work hard every second, their opportunities will not be accessed."

As the children and staff at Ida B. Wells know all too well, the anger of the streets can erupt at any time. An attempt to photograph the outside of the school ends in a scuffle, and the bright mood is dimmed for a bit. But the images of these young children working hard to meet the school's high expectations and persevere under trying circumstances remain an indelible sign of hope.





School of hope

Smith College interns buoy students in Springfield

By Jean Caldwell
SPECIAL TO THE GLOBE

SPRINGFIELD — Children, as anyone who has worked inside a school knows, carry the problems of home into the classroom. Some are victims of sexual abuse. Others have seen violence, suffered through their parents' divorce, lived in foster homes.

"Lots of these children do not know why these awful things happened to them," says Anne Knight, head of a cooperative effort between the Smith College School for Social Work and the Springfield Public Schools. "They think it must be something they do."

"We get the children who still have the energy and strength to act out," Knight says, "but I believe many others are so depressed they can't act out."

Knight says these troubled children are often bright; she knows from her experience that children can be motivated to do well precisely because negative things have happened to them.

Superintendent Peter Negroni decided the way to help such children was to bring human-service workers into the schools. The catch, of course, was that his urban school system could not afford to hire social workers.

The answer came through Ann Hartman, dean of the Smith College School for Social Work. The school has a commitment to working in the local area, and its graduate students must do two eight-month practicums before earning their master's degree. With \$50,000 in federal grant money from the Springfield schools, Knight, an experienced social worker with a master's degree in social work, was hired as an on-site supervisor. Five of Hartman's students were assigned to be interns in two Springfield schools: Gerena Community School and Brookings School. Both are K-8 schools with culturally and racially diverse student bodies.

Starting last September, the interns have been working closely with teachers and the

'We get the children who still have the energy and strength to act out. But I believe many others are so depressed they can't act out.'

ANNE KNIGHT

Head of a cooperative effort between the Smith College School for Social Work and the Springfield Public Schools

students' families. They try to establish a trusting relationship with the child so they can discuss some of the difficulties encountered in class.

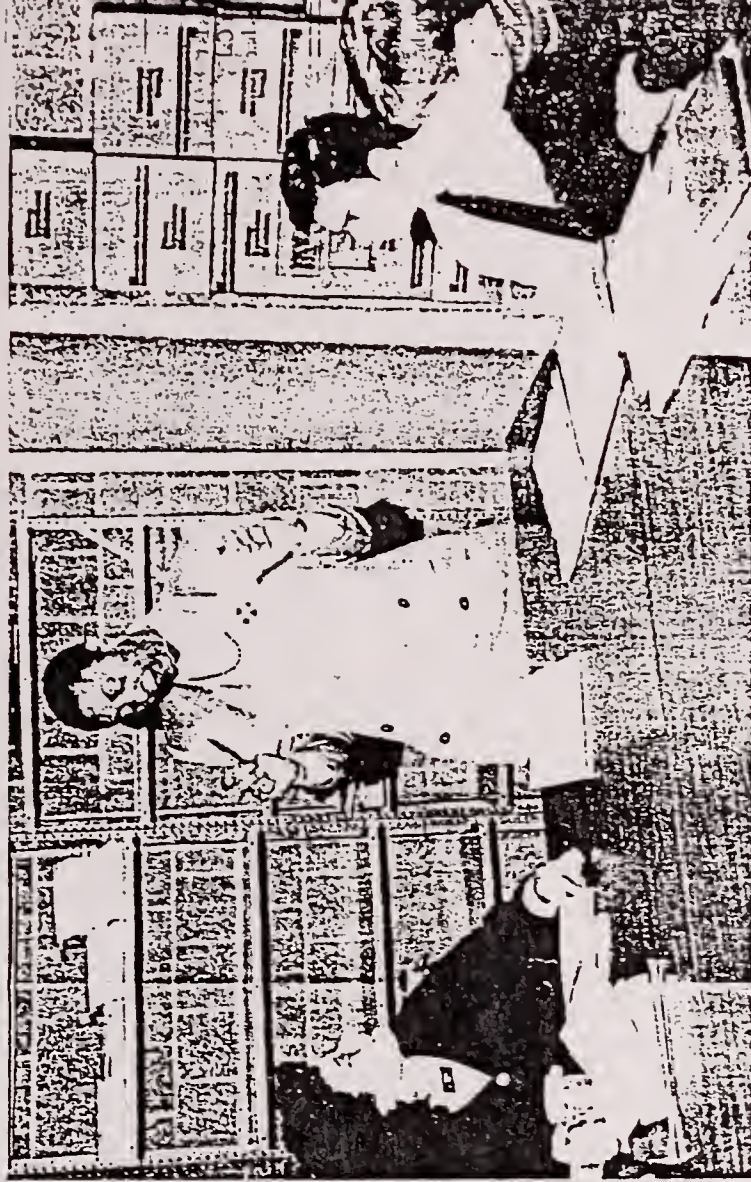
The average intervention involves eight sessions spread over as many weeks, although an intern may see a youngster every day for several days during a crisis.

The five social workers began spending 35 hours a week in Gerena School when classes began in September. Each intern counsels 10 children individually. In addition, each counsels two families and has two other groups of several children each who they counsel as a group.

In January, each intern will spend one day a week at Brookings as well.

Negroni sees the effort as "reinventing the social-service delivery system." It provides an opportunity to see children in an overall picture rather than fragmenting services between school and one or more agencies on the outside.

Hartman says very few places are experimenting with linking education to social services. She says she finds even this small pilot project very exciting because "there are not many opportunities for our students to do a crackcrack job of training, working in



Anne Knight (standing) conducts a training session with Smith College students who are interns in the Springfield Public Schools.

the inner city where needs are so great. You can't train people in the ideal setting in the boonies and expect that they will be equipped or ready or willing to deal with the most severe problems."

Anne Buck of Alexandria, Va., is one of the Smith interns. She says jokingly that Springfield is getting five social workers for "the price of none," since she and the others pay tuition in order to do the job.

Buck, 37 and an elementary school teacher for many years, says she "always felt what I did best with kids was the social work aspect, having an impact working with parents, helping them to understand the things going on in their children's lives."

Tom King, 25, of Northampton had worked with parents in a juvenile court program and wanted more skills for his job. King says he has learned that some children

need little more than a quiet spot to gather their thoughts or someone to take the time to listen to them.

Although 60 percent of all Springfield students come from low-income homes, Buck says the children the interns have seen come from a range of backgrounds, including the middle class.

"Our caseload reflects the ethnic mix of the school," she says. "Puerto Rican, African American, Caucasian."

Buck's teaching experience gives her empathy for the teachers who refer a disruptive child to the interns.

"I know how difficult it is for a teacher to deal with this outside of strict discipline," she says.

Often, however, discipline fails to solve the problem.

"What we do with the kids is reality test-

ing," she says. "We talk about the consequences of that behavior, what goes on in class and make a tie with other things. We do not say 'anything goes.'"

The interns maintain what they learn about children in strict confidence, and when they might suggest ways a teacher can handle a difficult child, they do not disclose the problems in the child's life to the teacher.

The interns spend 35 hours a week in the schools. They get two hours a week of individual supervision from Knight and meet with her and Smith faculty members as a group to review cases and discuss strategy.

Part of Knight's job is to create a structure so the program can continue and be expanded. She is confident the project can be duplicated in other schools, and says the program thus far has met the needs of both the young students and the interns.

GLOBE PHOTO BY RICHARD CURRIEN

APPENDIX VIII

Excellence
the
Marva Collins'
Way

A Collection of Poetry
by Marva N. Collins

To all who aim at excellence
for others, themselves,
and the future.

With special thanks to
Marva Collins
for living, sharing
and showing us the way.

The Habit of Winning
by Marva N. Collins

WINNING IS NOT A SOMETIME THING. YOU DON'T WIN ONCE-IN-A-WHILE. You don't do things right once-in-a-while. You do them right all the time.

Winning is a habit. Unfortunately, so is losing. There is no room for second place.

There is only one place in my game and that is first place. I have finished second twice in my time and I never want to finish second again. The second place in any game is for losers. It is and must always be your zeal to be first in anything that you do, and to win, and to win, and to win, but only by soaring with your own wings. Do not be afraid to lose so that you may dare to know how to win.

Every time you play to win you must use every inch of you. You have got to be smart in this world to win. Don't worry about the people who grin. If you always have a lot of head and a lot of heart you are never going to come in second.

The objective in life is to win by carrying your own load. This does mean that you walk over others to reach your goal. You simply put your shoulders to the task and do not stop until you have done your best.

It is a reality in life that when you do something well you become a standard for the world. People will never worry about the average man, they only follow the man who shows that he knows how to lift his load and refuses to lift those who want to lean.

Any man is happier when he has done the best he could for a good cause. He knows his finest hour, his greatest fulfillment and all that he holds dear is inherent in what he knows he has given his best to.

Things will always go wrong in life as they often do,
The road will often seem difficult
And many will tell you "It can't be done"
Don't give up the task with a sigh, but stick it out
even if the pace seems slow
You will usually succeed with only another blow.

The goal is often nearer
When you feel like quitting
The struggler never gives up
Until he has captured the victor's cup,
Hold your head up and work until the night comes down
You will soon be closer to the crown.

Success is usually failure in disguise
The silver tint of the clouds may only be doubt,
You will never know how close to winning you were
If you decide to give up
Stick to the fight of life when it seems afar
Even when you are hardest hit

WHAT SHALL I TELL MY STUDENTS WHO ARE POOR

by Marva N. Collins

What shall I tell my children who are poor?
Of what it means to be judged by where one lives?
What shall I tell my students who are the clay sculptured by my humble hands?
What shall I tell my students who did not grow under my heart, but whom I have allowed to enter my heart.
How can I ever tell my students how bright they are when everywhere they turn they see failure, fetidness, decadence, and statistics of how miserably they have failed?
How can I teach my students that hope does not have to be yesterday's scattered ashes or a dingy yellow sheet flapping over a dismal alley? The poor cannot travel, the poor never has enough of anything; not even dreams. The poor cannot make decisions. The poor is isolated into forgotten regions where conditions become more and more decadent that makes way for those more verbal than they to speak for them.

What shall I tell my dear students raised in a world where everything that is good is given to the heirs of the rich?
How shall I tell my students that they must begin to be the generic heirs that will make tomorrow different because together, we dared to dream today?

What can I say to give my students strength, fortitude, perseverance, and the determination to rise above today's poverty and to reach out and touch another man who may have lost his way without their help? What shall I tell my students who are poor when the teacher's guide not once alludes to the hurt that is inside of them? What shall I tell my students who are poor how to ignore the injustices of an imperfect and callous world and to learn despite the many wrongs of society? What can I say that will make my students grow strong and make such gigantic contributions that even the most apathetic person will feel shame at having ignored their inalienable right to become first class citizens.

What can I tell my students who are poor of how much he is needed to discover a cure for cancer...to chart the course for others who trod the same fetid ways that he once knew? How can I teach my students to survive for the good of all humanity? How can I teach my students that to hate and to get revenge with our adversaries is to keep our own wounds green? What shall I say about the truths that have often been obscured and omitted? I now find that I have much to say to my students who are poor.

TEACHER TO CHILD
by Marva N. Collins

Child, don't you stop trying to learn because someone tells
you that you will never amount to anything.
Don't you pay attention until you find your own light
Remember each man and woman must raise themselves by their
own might
And not by what is wrong or right
In the eyes of others who insist on telling you that life is
an empty plight

Remember the slaves who learned to read and write in the
night
Why then can't you find your way in the light?
Every man and woman has a place divinely given
Stand up and shout with all your might:
"This is my time and my place", I will stand up and shout:
"Don't you count me out"
Take those frowns from your face
Child don't you let anyone take you from the race:
You have no time to waste
Trying to find the spot given you by someone else as your
place,
You child, must find your own space.

Thousands will tell you that it cannot be done, thousands
will tell you that you are bound to fail,
That the only place that awaits you is jail,
But only you child know how far you can sail,
So say to yourself, "You may predict, but I will not fail".

There will be times when you feel that all is up
That life has drained itself from your cup,
But heart within and God overhead,
Child, don't you give up.

Time and chance comes to every man,
Don't miss your chance child because someone said, "Are you
sure?"
Of course, you can.
Remember always you are as good as any man
Wherever they may be on this land
Learn to take your life into your own hand
And then say, "I will, and I can".

The people who yell the loudest, "You can't",
Are usually the people who rave and rant
That it cannot be done
But child you can be the one
Who did not stop until the things they said couldn't be done
Was done... show the world that you will be the one
Who did the things that others said couldn't be done.

I will not enuciate my hopes and express my principles for my students. I will not get more and more studies written rather than spend my time getting their lives right.

I will love them as I do my own children. I did not carry these children under my heart, but I will allow them to grow into my heart.

I cannot build enough bridges for all of them, but I will teach them to have the fortitude to build their own bridges. To take paths never taken and always leave a path for those who may follow.

I will attempt to teach them to be courageous enough not to run from everthing that is difficult, but to face unflinchingly the problems of life and not see them as problems, but as challenges to living.

I shall encourage them to never rest on their past laurels. That good today does not mean forever. And to know that they will never be out of the stress of doing, achieving, pursuing...that excellence is a non-ending process, and that they will never arrive in the land of the done.

I will attempt to make my students curious and discontent for without the two there is no progress. I want always to say with pride: "Those are my students; of them I am proud, when cometh more?"

Like Romeo's Juliet, I would like to feel that when I am no longer on earth, that my students will become like stars that will light the world with excellence, with self-determination, with pride...and that they too, will say: "Come with me, I will show you the way". I would like for them to say, "Your problems are my problems...you are my brother, and you are not heavy".

My work is ageless...my work is timeless...my influence never dies...never ends...because you, my students, carry on what I have begun.

HAD WE BEEN...WE TOO

by Marva N. Collins

Had we been a dishonest people, we never could have been
fooled away from our native land

For dishonesty never sleeps

Had we been a violent people, you never could have caught me
And today I would be free

Had we been liars, we could have fooled you

We are a tired, proud people and oh so...so disgusted and
So tired of living with a carpet of glass instead of a
carpet of grass

We are so tired of hope being a yellow sheet flapping over a
dismal alley

Can't you understand

That we too, want dignity in this land

Just a chance to prove that we too, can be a man

We are tired of being stuck in worthless sand

While you rule the land...

Proving more and more that I am not a man

All we ask is justice as a demand

To prove too, that we are tired of your plan

I, too, want to be a man.

Marva Collins
by William Walker

There is an heroic woman
Whose story I'm eager to tell,
Who refused to teach school anywhere
Unless she could teach it well.

But that wasn't permitted in government schools,
So she started one of her own;
And with only the help of her husband,
She tore into the job alone.

She had to accept the rejects...
The children considered unteachable;
But Marva Collins knew in her heart
That all of those children were reachable.

It wasn't an easy thing to repair
The mistakes of the mediocrities,
But Marva Collins soon had those children
Quoting from Shakespeare and Socrates.

And learning their arithmetic,
And learning how to behave;
And learning to believe in themselves,
And for learning itself to crave.

Disadvantaged? Not any more,
Thanks to some powerful aid!
And one can be sure that a teacher like Marva

THE CREED
by Marva N. Collins

Society will draw a circle that shuts me out, but my superior thoughts will draw me in.

I was born to win if I do not spend too much time trying to fail.

I can become a citizen of the world if I do not spend too many energies attempting to become local.

I will ignore the tags and names given me by society since only I know what I have the ability to become.

I will continue to let society predict, but only I can determine what I will, can, or cannot do.

Failure is just as easy to combat as success is to obtain.

Education is painful and not gained with playing games, but I have seen failure too destroy millions with promised hopes and broken dreams.

While I have the opportunity I shall not sit on the sideline bitter with despair and wish later that I had become a literate lifter of this world instead of a failing learner.

I will use each day to the fullest, I promise that each day shall be gained not lost, used, not thrown away. Yet, it is my privilege to destroy myself if that is what I choose to do.

I have the right to fail, but I do not have the right to take my teacher and other people with me. God made me the captain of only one life...my own.

Therefore, if I decide to become a failure, it is my right.

We were all promised a pursuit of happiness, and that is what I must do, pursue happiness and success for myself. No one will give it to me on a proverbial platter, and no one will care as much about me as I must care about myself, but I must be willing to accept the consequences for that failure and I must never think that those who have chosen to work while I played, rested and slept will share their bounties with me.

I will wave proudly my flag signifying that I am a failure by choice, but I will never envy those who have selected to wave their unfurled banners announcing their success.

Proverbs
the
Marva Collins'
Way

Dedicated to the children
of Westside Preparatory
who are preparing for the future
instead of failure.

A fool always finds a greater fool to admire him. Boileau

Thinking well is wise; planning well, wiser; doing well wisest and best of all. Persian Proverb

"Hopes enunciated and principles expressed are not enough". Dr. Dooley

"Stand up and shout: "This is my time and my place in this time". Dr. Dooley

"All things great and small, the good Lord loveth them all". Samuel Taylor Coleridge from The Ancient Mariner.

"Not gold, but only man can make a people great and strong. Men who for truth and honor's sake stand fast and suffer long. Men who dare while others sleep build a nation pillars deep and lift them to the sky".

"Here Lord is my life. I place it on the altar today. Use it as you will." Albert Schweitzer

"The mind can make a heaven out of hell, or a hell out of heaven". John Milton from Paradise Lost

"I am a pencil in God's hands, he does the writing". Sister Theresa on accepting the nobel peace prize.

Where the willingness is great, the difficulties cannot be great. Machiavelli

He who conquers others is strong; He who conquers himself is mighty. Lao Tzu

"We must all live together as brothers or perish alone as fools". Dr. Martin Luther King, Jr.

"A thing of beauty is a joy forever, its loveliness increases, it will never pass into nothingness". John Keats

"Age is an opportunity denied many youth".

"A simple purpose is more than one necessity".

If you waited until you were completely ready to do something you would never do anything. Zarlenga

If you live with a lame man you will learn to limp. Plutarch

"Cowards die many times before their deaths, the valiant only taste of death but once". Julius Caesar to Calpurnia

From Julius Caesar: "Our fate is not within the stars, it is within ourselves".

Julius Caesar on the stabbing by Brutus: "This was the most unkindest cut of all". From Mark Anthony's Speech.

"One single sunbeam is enough to chase away many shadows".
St. Francis of Assisi

"He knew no more that he was poor, and all it took was a book, what a loosened spirit liberty brings" From Emily Dickinson

"All the world's a stage and the men and women are merely players". William Shakespeare

"Look like the innocent flower, but be the serpent under it". Lady Macbeth

"To have the approval of God in your work is the greatest happiness". Albert Schweitzer

"Happy are those whose greatest desire is to do what God requires: God will satisfy them fully". The prophets before you were mistreated, your reward is in Heaven". The Beatitudes Matthew 5:3 The New Testament.

"Education was not meant for all people; it was meant to take only a few people to great and lasting heights".
Friedrich Nietzsche

"If I have seen farther than other men, it is because I have walked at the shoulder of giants." Sir Isaac Newton

"With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing here on earth God's work must truly be our own". John F. Kennedy's Inaugural address

"Some people see things and say: 'Why'?, I see things and ask: 'Why not?'. Robert F. Kennedy

"Never judge another man until you have walked a mile in his moccasins". Indian Proverb

"No bird soars too high who flies with his own wings". Marva N. Collins

"I traveled the road seldom taken and that has meant all the difference". Robert Frost

"One step at a time and the longest journey begins, one page at a time and the longest book is written, one drop of knowledge at a time and more and more, and more on top of that and we become wise."

"Weep and you weep alone".

"Let me live in a house by the side of the road and be a friend to man".

"We cannot put a noose around another man's neck without first hanging ourselves". Henry David Thoreau

Society drew a circle that shut me out; I drew my own circle that took me in". Marva N. Collins

My education, my conscience, and my faith in me will set me aside from average men. Marva N. Collins

No man can help being born poor, but no man has to be common. Thomas Jefferson

I can never go too far wrong for I have the best guide in the world---God guides me. Marva N. Collins

Every day is my birthday for each new day I am born anew. Marva N. Collins

I have lost many things, but those things that I placed in the hands of God I still possess. Martin Luther

The happiness you give away to others turns again to shine on you. Marva N. Collins

Help me to always do what honors God the most and then I will never fear the criticisms of mankind. Marva N. Collins

When I am in tune with God I do not hear the cacophonous noises of the world. When I am in tune with the Fatherhood of God the meaning of brotherhood is easier to understand. Marva N. Collins

If you growl all day it's only natural that you feel dog tired at night.

When a person is always right there is something wrong.

People don't plan to fail - they just fail to plan.

The man who makes every minute count becomes the man of the hour.

The man who removes a mountain begins by carrying away small stones.

Swallowing angry words is much easier than having to eat them.

Be nice to the fellows you meet on the way up, they are the same fellows you will meet on the way down.

It takes thousands of nuts to put an automobile together but only one to scatter it all over the road.

Man is not paid for having brains but for using them.

The bigger a man's head gets, the easier it is to fill his shoes.

He who laughs - lasts.

PROVERBS BY BENJAMIN FRANKLIN

Be always ashamed to catch thyself idle.

When a friend deals with a friend, let the bargain be clear and well penned, that they may continue friends to the end.

Laws too gentle are seldom obeyed; too severe, seldom executed.

An honest man will receive neither money nor praise that is not his due.

Be at war with your vices, at peace with your neighbors, and let every new year find you a better man.

To be intimate with a fool is like going to bed with a razor.

The real fault is to have faults and not try to mend them.
Confucius

All that man can possibly do, be, or become, is now within him, an undeveloped possibility of attainment. It is for him to bring it forth and, in the light of knowledge and understanding of truth, lift it to the plane where it belongs. Fayette M. Drake

Quarrel not at all. No man resolved to make the best of himself can spare time for personal contention. Abraham Lincoln

Consider before you speak:

First: what you speak.

Second: Why you speak.

Third: To whom you speak.

Fourth: Concerning whom you speak.

Fifth: What will become of what you speak.

Sixth: What will be the benefit of what you speak.

Seventh: Who may be listening to what you speak.

Place your word on the end of your finger before you speak it; turn it these seven ways before you speak it; and no harm will result when you speak it. Counsels of Bard Ddoeit

That government is best which governs least. Jefferson

When it shall be said in any country in the world, "My poor are happy: neither ignorance nor distress is to be found among them: my jails are empty of prisoners, my streets of beggars, the aged are not in want: the taxes are not oppressive: the rational world is my friend, because I am a friend of its happiness" -When these things can be said, then may that country boast of its constitution and its government. Thomas Paine

Suspicion is the companion of mean souls, and the bane of all good society. Thomas Paine

We better know there is fire whence we see much smoke rising than we could know it by one or two witnesses swearing to it. The witnesses may commit perjury, but the smoke can not. Abraham Lincoln

The loss of enemies does not compensate us for the loss of friends. Abraham Lincoln

We fill the hands and nurseries of our children with all manner of dolls, drums and horses, withdrawing their eyes from the plain face and sufficing objects of nature, the sun and moon, the animals, the water and stones, which should be their toys. Emerson

It is dislocation and detachment from the life of God, that makes things ugly. Emerson

Let the victory fall where it will, we are on that side. Emerson

Good sense and character make their own forms every moment, and speak or abstain, take wine or refuse it, stay or go, sit in a chair or sprawl with children on the floor, or stand on their head, or what else soever, in a new and aboriginal way: and that strong will is always in fashion, let who will be unfashionable. Emerson

Necessity does everything well. Emerson

If your neighbor's team is stuck in the mud, it is not quite enough to advise him to "Hitch his wagon to a star." Hubbard

Avoid the pleasures that leave a burnt sienna taste in your mouth. Hubbard

The law sent us our relatives, but thank God, we can choose our friends. Hubbard

Joyous are the busy, dissatisfied the idle. Hubbard

A person may be very secretive and yet have no secrets. Hubbard

A wise man does not need advice, and a fool will not take it. Hubbard

We flatter only those we fear - the highest applause in silence. Hubbard

The sculptor produces the beautiful statue by chipping away such parts of the marble block as are not needed - it is a process of elimination. Hubbard

Ozone and friendship will be our stimulants - let the drugs, tobacco and strong drink go forever. Natural joy brings no headaches and no heartaches. Get busy. Hubbard

Every day that is born into the world comes like a burst of music, and rings itself all the day through: and thou shalt make of it a dance, a dirge, or a life march, as thou wilt.
Carlyle

There is not a moment in which your character is not being shaped in one direction or another. Your life is simply the product of repeated choices. Grandeur of character is the effect of many habits. Know precisely what you want, proceed diligently toward it, and the best results will reward your diligence. Grenville Kleiser

God never closed one gap but he opened another. Irish Proverb

Thoughts are things, and their airy wings are swifter than carrier doves, they follow the law of the universe and they speed o'er the track to bring you back whatever went out from your mind. Ella Wheeler Wilcox

Great works are performed not by strength but by perseverance. Samuel Johnson

The world is my country, all mankind are my brethren, and to do good is my religion. Thomas Paine

Men attract not that which they want, but that which they are. James Allen

The success of teachers and healers and leaders lies in their being able and willing to bear witness to the Christ ideas active in the consciousness of those whom the father draws to them, and not in their telling what they personally can do or have done. Myrtle Fillmore

Right thinking is everything, and if the children are taught to think rightly, we need have no fear for the future peace of the world. Lady Astor

We do not need more material development; we need more spiritual development. We do not need more intellectual power; we need more moral power. We do not need more knowledge; we need more character. We do not need more government; we need more culture. We do not need more law; we need more religion. We do not need more of the things that are seen; we need more of the things that are unseen.
Calvin Coolidge

Go put your creed into your deed. Ralph Waldo Emerson

He who wishes to revenge injuries by reciprocal hatred will live in misery. Spinoza

Our doubts are traitors, and make us lose the good we oft might win by featuring to attempt. William Shakespeare

There is nothing noble in being superior to some other man. The true nobility is in being superior to your previous self. Hindu Saying

Two men looked out through their prison bars: the one saw mud, and the other, stars. Robert Louis Stevenson

True happiness consists not in the knowledge of good things but in good life: not in understanding, but in living understandingly. Neither is it great learning, but good will that joins men to God. Cornelius Agrippa

Don't say things. What you are stands over you the while and thunders so that I cannot hear what you say to the contrary. Ralph Waldo Emerson

I sought thee at a distance and did not know that thou wast near. I sought thee abroad, and behold, thou wast within me. St. Augustine

Great minds have purposes, others have wishes. Washington Irving

When anyone has offended me, I try to raise my soul so high that the offense cannot reach me. Socrates

Finally brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report: if there be any virtue, and if there be any praise, think on these things. Philipians 4:8

Excellence is not an act but a habit. Aristotle

Fortune favors the bold. Virgil

There is no right that takes away another's right.

When all is said and done more will be said than done.

Thinking is the talking of the soul with itself. Plato

I will find a way and if there is no way, I will make one.

It is not who speaks but what is said that matters.

Trust yourself. Think for yourself. Act for yourself.
Speak for yourself. Be yourself.

He that cannot obey, cannot command.

We learn to read; we read to learn!

What we are, we are becoming.

What I do concerns me, not what others think. Ralph Waldo Emerson

When you do not seek you cannot find.

Four things are grievously empty: a head without brains, a wit without judgement, a heart without honesty, and a purse without money. Earle

A minute wasted can never be gained.

Readers are leaders. Read!

Thinking men are dangerous men. J. Caesar

Let society predict but you determine. Marva Collins

The books are to read not to stack on the shelves of your minds.

Math is the path.

Lives of great men all remind us we can make our lives sublime but the parting leaves behind footprints on the sands of time. Henry Wadsworth Longfellow

We are always in the land of the doing, and never in the land of the done. Dr. Dooley

If you can't make a mistake you can't make anything.
Marva Collins

Before you put your mind in motion, put your mind in gear.

Just take the "I" out of can't and you can.

We are learning and knowing the force of words, therefore we fight with words not weapons.

By the streets of "by and by" one arrives at the house of never. Cervantes

Let us dare to read, think, speak and write. J. Adams

The wise man will govern the stars. Roman Saying

A friend loves at all time, and a brother is born for adversity. The Bible

Our doubts are traitors, and make us lose the good we oft might win, by fearing to attempt. William Shakespeare

It is easier to do a job right than to explain why you didn't.

Learn, learn, learn, and learn some more. Kevin Ross

We have miles to go and promises to keep before we sleep. Frost

Vivere est cogitare. (To think is to live) Cicero

Let us keep our mouths shut and pens dry until we know the facts. Dr. A. J. Carlson

Know what you want to do, hold the thought firmly, and do every day what should be done. Hubbard

There are no free rides in society. We must pay to play.

The actions of men are the best interpreters of their thoughts. John Locke

Here we awaken the minds of sleepers. Work hard, achieve - succeed.

God gives every bird its food, but he does not throw it into the nest. J. G. Holland

You can't be wise when you are afraid. Eric Linklater

Begin to be now what you will be hereafter. St. Jerome

Success is good management in action. William Holler

One man with courage makes a majority. Andrew Jackson

We have not time for: "I can't" here.

The greatest remedy for anger is delay. Seneca

Your mother does not work here you will have to pick up after yourself.

To say well is fine - to do well is best.

Reward comes to those who work hard. Marva Collins

Tell me, I'll forget. Show me, I may remember. But involve me, and I'll understand.

To teach is to learn twice. Joseph Joubert

Either I will find a way, or I will make one. Sir Philip Sidney

Nothing is worth more than this day. Goethe

You never fail until you stop trying.

We do not need more white men, red men, black men; We need men!

The future always holds something for the man who keeps his faith in it. H. L. Hollis

We all have miles to go and promises to keep before we sleep.

A winner focuses; a loser sprays.

If this is your day of report cards on which table did you put your homework? Marva N. Collins

You never fail until you stop trying.

A people's speech is the skin of their culture. Max Lerner

Mistakes usually happen when we're not paying attention. Let's concentrate!

Invest time wisely.

A good worker doesn't make the same mistake twice.

Be fair! Get all the facts, then decide.

Avoid tension be early and relax!

Trying to do better keeps life interesting.

No one gets credit for half - done work. Finish what you start!

You're valuable. When you're not here, we miss you!

Late starters are seldom winners.

Courtesy makes everyone feel good!

Be quick to praise, slower to criticize.

Nothing beats reliability - in products or in people.

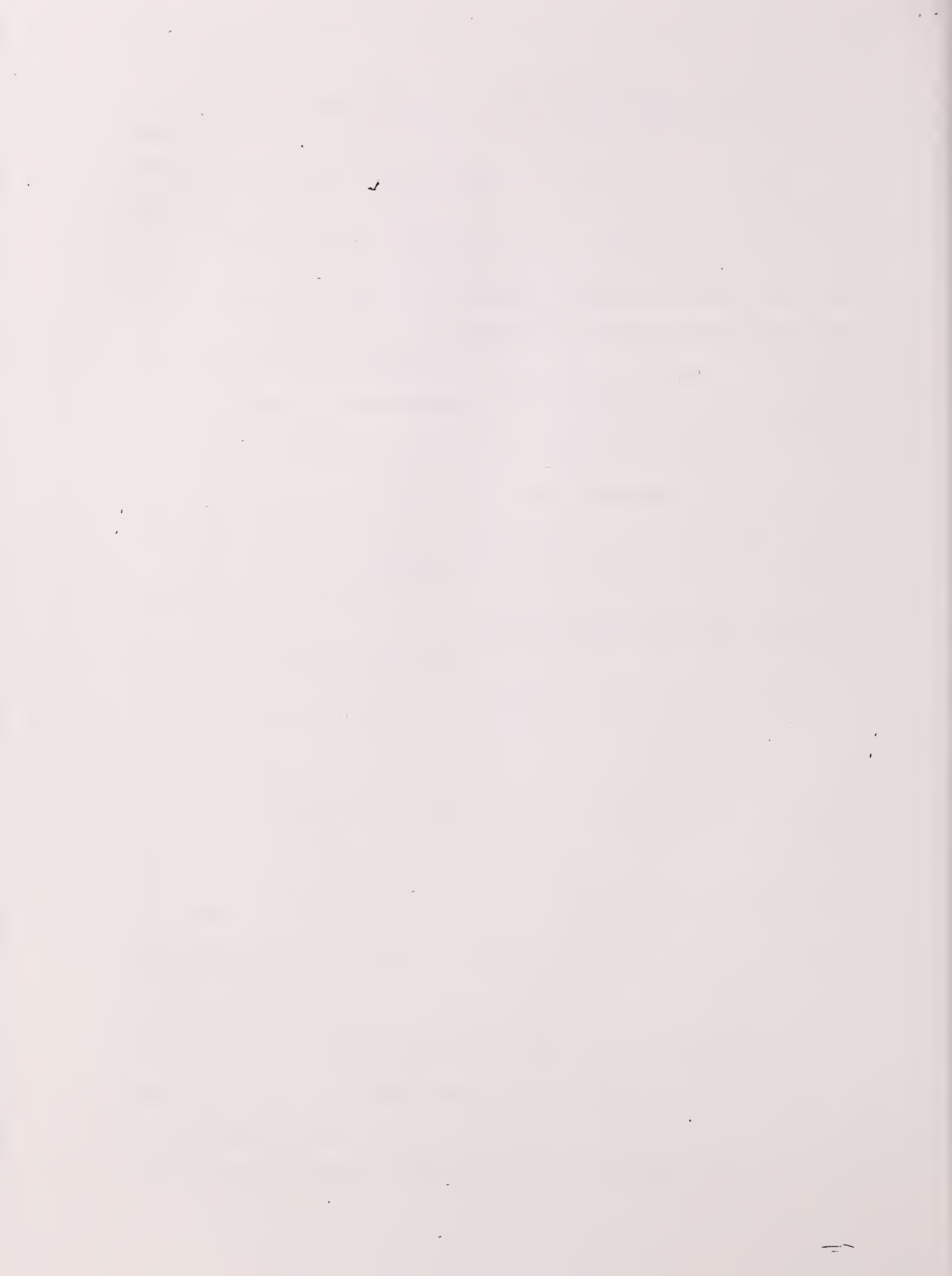
People who don't grow shrink. Stretch yourself!

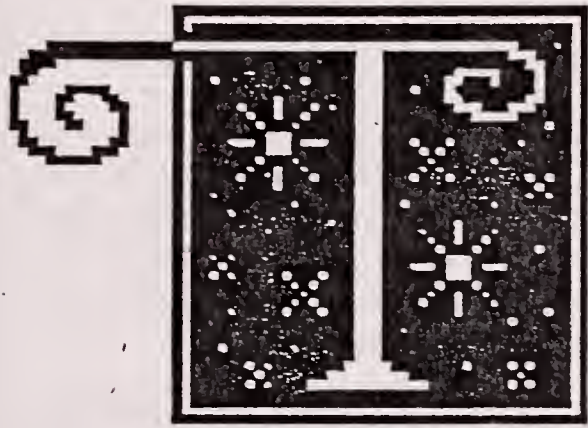
Putting off tough jobs makes them harder.

Before you say you can't give it a try!

People without vision perish. The Bible

ADD YOUR FAVORITE PROVERBS HERE:





Teaching The Song of Roland

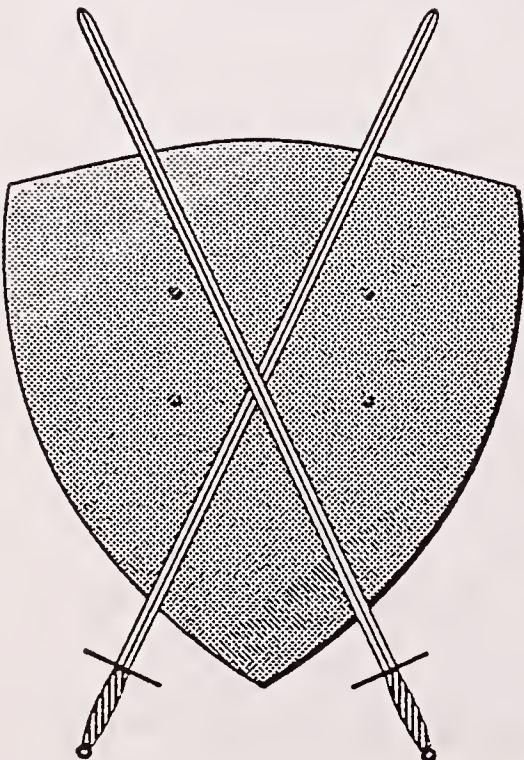
Marva N. Collins

Teaching the Song of Roland

Time Scheme

Here is a list of events that occur in the story. In the blanks at the left, number these event in relation to the order in which they happen in the story. Note: Certain events or statements or positions are repeated throughout the story for emphasis. Mark these events in the order in which they occur.

- _____ A. Roland defends his mother when Charlemagne sends his retinues for Roland and his mother.
- _____ B. Roland has flashing proud eyes.
- _____ C. Roland becomes a knight in the court of Charlemagne.
- _____ D. Roland takes wine and goodies from the king's table.
- _____ E. The King is having a feast.
- _____ F. Roland said, "These arms are my mother's cupbearer."



Dictation to be Given From the Story

Use the blackboard and read each sentence aloud once, then dictate the sentences. After repeating the sentence aloud in unison, the students should write it on alternate lines of ruled paper. One child goes to the blackboard to write the sentences, those students at their seats copy the sentences. This is a whole class approach.

Subject Pronouns

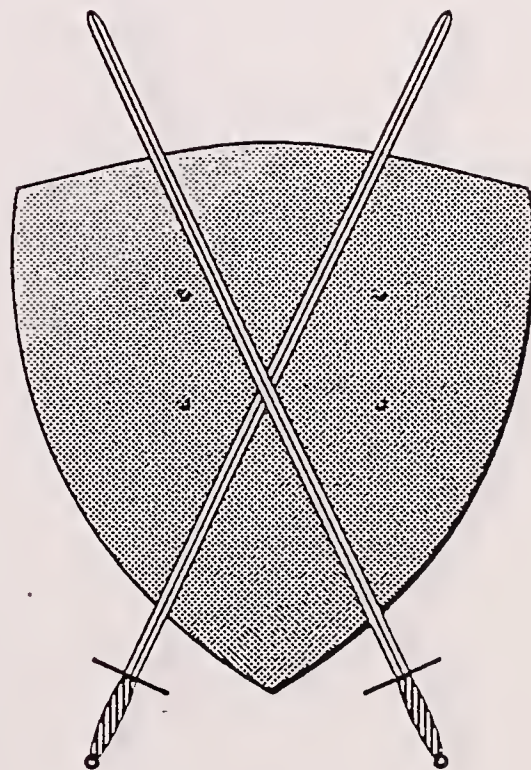
The word a noun or pronoun refers back to is called an antecedent. Have the children pick out nouns, pronouns and other parts of speech from the following sentences.

1. In this story the King and his knights are having a feast.
2. He takes the choicest food to his mother.
3. She questions him.
4. The squire said, "You and the beggar woman must follow us."
5. Roland defends her.

Example: Which five words are the subject of sentence one? Which five words tell us which people are having a feast? (The King and his knights).

Epics

This story is an excerpt from *The Legend of Roland*. All epics begin in medias res. This is Latin for "In the middle of things." When all epics begin, the action has already begun. Example: In the epic, *Paradise Lost* by John Milton, the Devil has already taken over Heaven. The Spanish epic is titled *El Cid*. The French Epic is called *The Song of Roland*, or *Chanson De Roland*, the German epic is *The Story of Siegfried and the Dragon*, or *The Niebelungenlied*. All epics are stories of heroic deed. The English epic is *Beowulf*. *The Divine Comedy* by Dante Alighieri is an Italian epic. Other epics include *Song of Hiawatha* by Henry Wadsworth Longfellow (1855). *John Brown's Body* by Stephan Vincent Benet (1928), and *Conquistador* by Archibald Macleish (1932), and *Paterson* by William Carlos Williams (1946).



Background of the Song of Roland

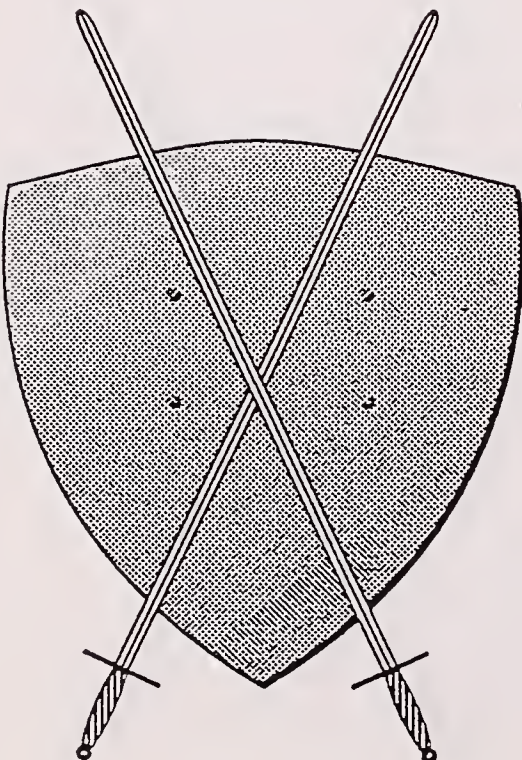
This origin of this eighth century French epic is obscure, but the story is based on a battle between the Gascons of Spain and Charlemagne of France.

This epic glorifies Christianity, but among the early Christians, of Western Europe it was generally believed that "pagans" should either be converted or killed. In this epic, *Song of Roland*, Christianity provides moral justification for Charlemagne's campaign, but in actuality, his motives were not entirely religious.

Courage, valor and honor are the most cherished values in *The Song of Roland*. Ganelon, Roland's step-father, lacks all three and is suitably punished. While Roland's suffering is rooted in his unrelenting pride. Even when surrounded and outnumbered by a horde of enemies, he hesitates until the last possible moment before summoning Charlemagne's help, feeling it is more noble to fight valiantly against all odds. Only when Roland is defeated does he blow his ivory horn for help.

Memory Work

"Count Roland's mouth with running blood is red;
He's burst a sunder the temples of his head;
He sounds his ivory horn of anguish and distress.
King Carlon hears, and so do all French.
Then said the King, "This horn is long of breath."
"Tis blown," quoth Naimon, "with all a brave man's strength."



- Write Similes from the Story
- Write the Adverbs from the Story
- Write Ten Nouns from the Story

Who are We?

I am an unusual guest, I am bold, I am self-confident. Who am I? _____

I am King of the Holy Roman Empire? Who am I? _____

I am Bertha. Whose mother am I? _____

I am Charlemagne's father. _____

I am a small town about 30 miles north of Rome. _____

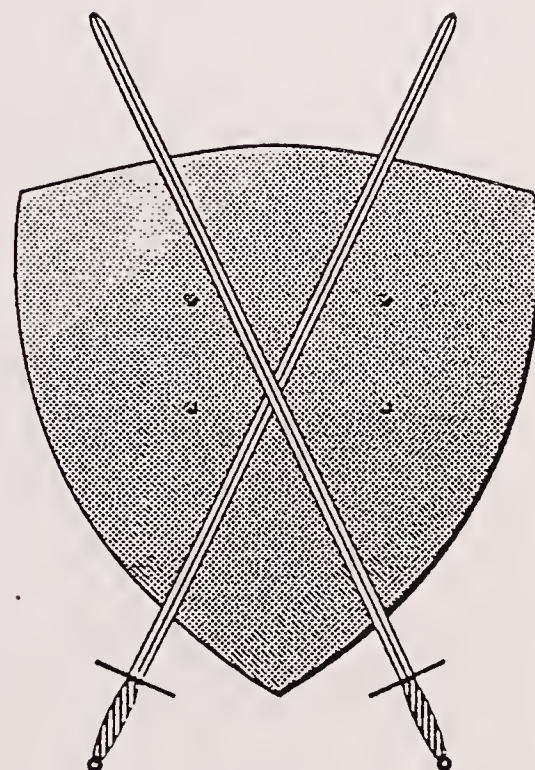
Composition

Write a one page composition entitled: *The Qualities of Leadership*. Relate how Roland displays these qualities.

Discuss the traits of a leader (perseverance, determination, sticktoivness and self-esteem) before writing compositions. Mediate errors as the children write before they become remedial errors.

True or False

1. _____ Roland was very brave.
2. _____ Roland was Charlemagne's son.
3. _____ *The Song of Roland* is an epic.
4. _____ The word chivalry deals with the rules and customs of medieval knighthood.
5. _____ Palfrey is a riding saddle horse, especially a gentle one.
6. _____ Charlemagne was King of the Franks and The Holy Roman Empire.
7. _____ Insolence means nice, kind or gentle.
8. _____ Epics begin in medias res.



News Article

You are a news reporter, interview Roland after he leaves the banquet hall.

Dramatic Structure

Exposition

Sets the scene, gives necessary information about the circumstances in the story.

Statement of Theme

A character's speech that summarizes the writer's message.

Character Development

Information about a character's past that helps the reader understand a character's many facets.

Background

Summarizes events of the past that have a bearing on present action.

Conflict

Battle between two people, two factions or two ways of thinking.

Predicament

Facts about a character's circumstances that makes the conflict more urgent.

Change in Circumstance.

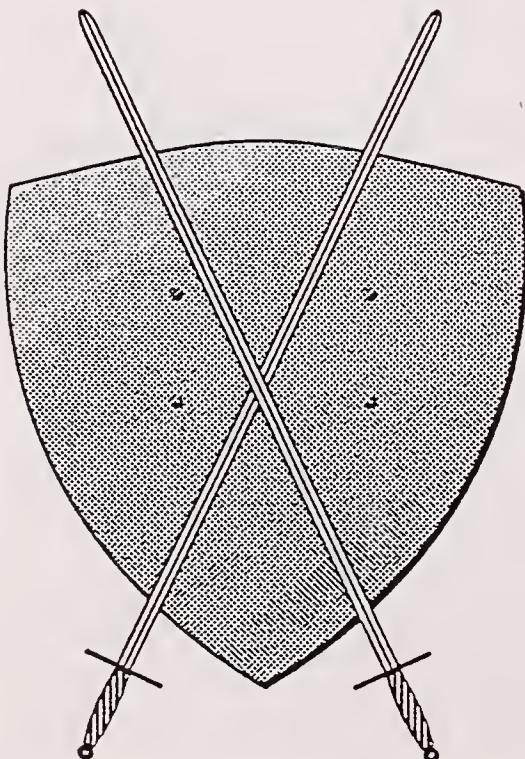
A twist in the plot that increases the character's predicament.

Crisis

An event that brings the conflict to a head.

Resolution

Releases the tensions of the conflict, creates new circumstances so that the character or characters can carry on their lives, or a situation that changes the character's lives for better or worse.



Details

Each of the phrases below describes one of the characters in the story, *The Song of Roland*. Write (R) if the statement applies to Roland. Write (C) if the statement applies to Charlemagne. Write (B) if the statement applies to Bertha. Write (D) if the statement applies to the Dwarf. Write (S) if the statement applies to the Squire. Write (N) if the statement applies to Namon. Write (M) if the statement applies to Malagis.

"I welcome firmly since I recognize you as my brother."

"Ha, my brave men!" he cried in tones of merriment. "What have we here? Twelve gallant squires in combat with a single boy."

He told Bertha of Roland's strange daring deed in the feast hall at Sutri castle.

Mother, I have brought you your share of the feast.

Then he placed before her the bread and the wine, a delicately baked fowl, and rare fruits, and while she ate, he told her of what had happened to him.

"What say you, sir wizard?"

She sat in the lonely hermit cell awaiting the return of her son.

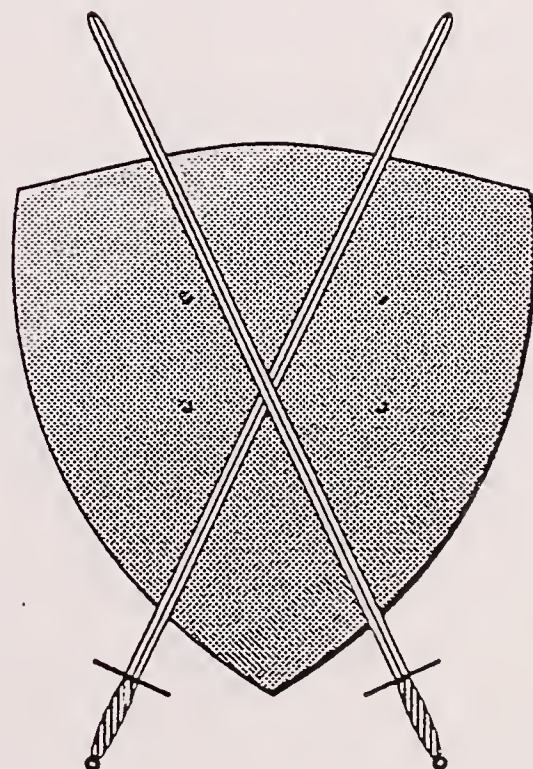
"Indeed, that is a bold boy. He will make a brave knight."

"The slave gathers nuts in the forest. To my mother belong the very best things that your table affords."

"The choicest game, the rarest fish, the reddest wines are hers."

"He has a proud step and flashing eyes."

He was as fearless as a young eagle. He gazed into the face of the King.



Comprehension

It was a great day in _____.

Indeed, said Charlemagne, "That is" _____.
"He will make a brave knight."

"The line drinks from the brook," answered _____
proudly.

Your mother must be a _____ lady.

And who is her cup _____?
Come tell me about it.

The chamber halls were filled with knights
and _____.

Il doubt if ever more _____
was see in the castle hall.

Mirth and _____ ruled the hour.

"Stop!" cried the King. "How dare you be so
_____?"

He seized upon a _____ of
rare line and a loaf of line that had been placed before the King.

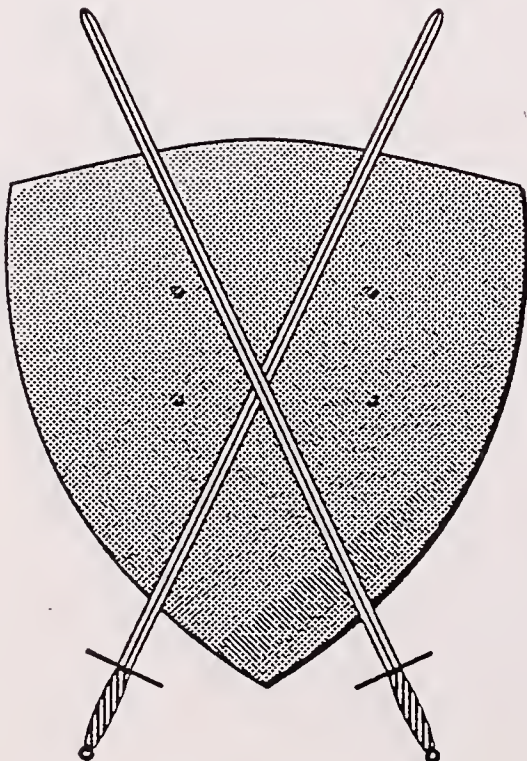
"My Lord, the lad is no _____."

"Mother, I have brought you some share of the
_____."

Were they knights, or even _____, I
would go with them; but they are neither.

And then Namon told her of Roland's strange, _____
deed in the line hall at the line castle.

In spite of himself, a _____
smile played upon his face, and his eyes line merrily.



Points of View

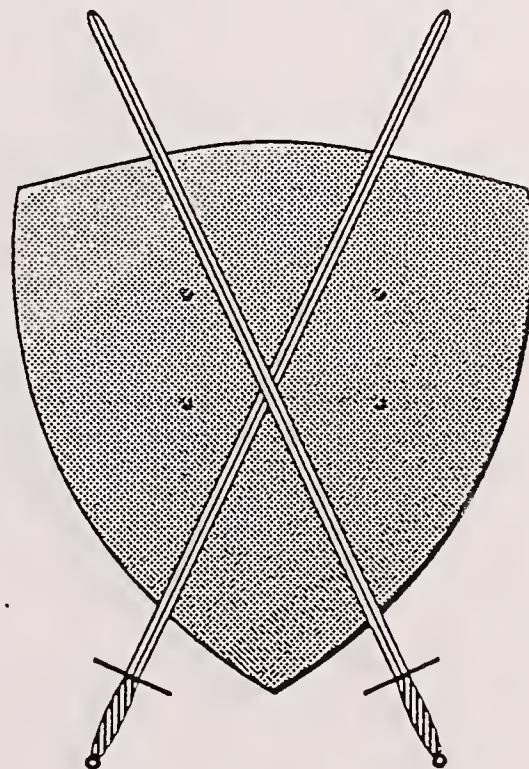
Analyze each of these passages.

Mirth and revelry ruled everywhere.

Those who stood around were awed by the lad's proud bearing.

"The peasant drinks from the brook," answered Roland proudly.

Roland, without a word dropped the club to the ground, and promised to go with the good knight at once if he would only find some means by which his mother might be helped to reach Surti castle without the fatigue of walking.



Analogies

_____ is to fearless as trainer are to lions.

_____ is to fruit as painting is to original.

_____ is to knight as combat is to soldier.

_____ is to boy as bravery is to knight.

_____ is to revelry as fun is to conviviality.

_____ is to rare as food is to delicacy.

Antonym and Synonyms

Write an antonym, synonym or homonym at the end of each sentence.

dire _____

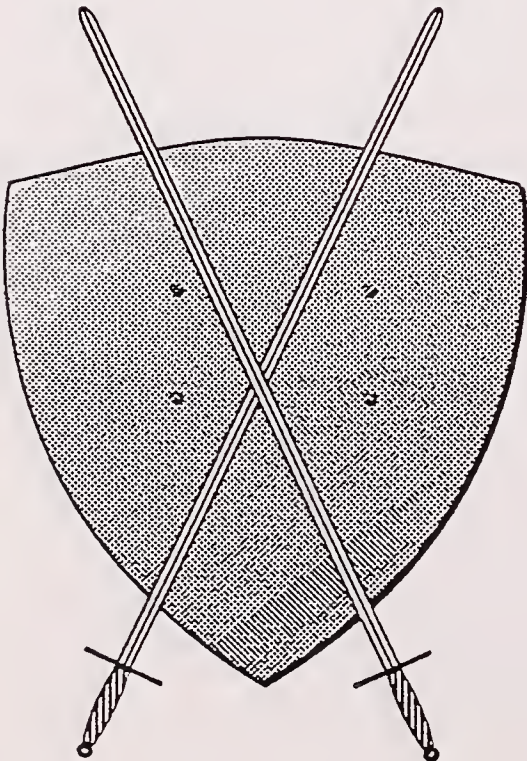
hypocrite _____

courage _____

ere _____

dais _____

sage _____



Character Sketch of Roland

APPENDIX IX

Q.20 FUNDING

A. Devise a start-up budget covering the planning and capital expenses before school

ROBERT M. HUGHES CHARTER SCHOOL START UP BUDGET
Expenses before 09/95

REVENUE	MONTHLY AMOUNT	MONTHS	NO.	TOTAL
Per Pupil	0	3		0
Total Revenue				0
EXPENSES				
SALARIES & BENEFITS				
Teachers	1,500	3	6	27,000
Asst. Teachers	936	3	2	5,616
Administrators	3,125	3	1	9,375
Support Staff	780	3	.5	2,340
Subtotal				44,331
SERVICES				
Maintenance				1,500
Subtotal				1,500
SUPPLIES & EQUIPMENT				
Telephones				3,200
Furniture				1,500
Computers				5,000
Text Books & Curriculum				5,000
Subtotal				14,700
MARKETING & DEVELOPMENT				
Printing				2,500
Advertising				2,500
Staff Training				5,000
Subtotal				10,000
FACILITIES				
Renovations				5,000
Rent	7,500	3		15,000
Utilities	750	3		2,250
Subtotal				22,250
Total Expenses				92,781

Excess (deficit)="total revenue"- "total expenses"

(110,281)

GRANTS & OFFSETS

Corporate Grants	10,000
Private State, Federal Grants/Contracts	30,000
Individual Contributions	3,790
Fundraising	7,000
Salaries & Benefits allocated in 1st year cost	92,781
Ending Fund Balance + "Excess Deficits" + grants/offsets	0

- B. Do you plan to conduct any fund raising efforts to generate capital or to supplement the per pupil allocations? If so, explain.

We plan to hold a major fundraiser in the Spring of 1995 to celebrate our organizations 31st anniversary. All proceeds will be allocated for the Robert M. Hughes Charter School. In addition, we will be seeking both corporate and foundation grants to supplement our fundraising. Northern Educational Service, Inc. operating budget has increased by an average of 14% over the past six (6) years. Therefore, we feel the amount indicated for revenues for our start up budget is realistic.

- C. Using the attached template, devise a 5-year budget covering all projected sources of revenue, both public and private, and planned expenditures.

Please see attached.

Charter School Operating Budget

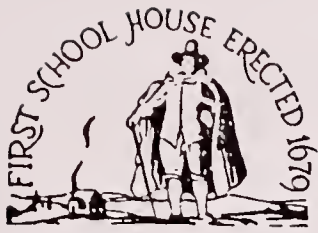
Five Year Projection

DESCRIPTION	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
REVENUES					
Per Pupil Tuition Revenue	619,800	744,660	876,640	902,880	930,080
Student Entitlements	75,465	90,752	108,812	110,218	113,313
Grants	30,000	30,000	30,000	30,000	30,000
TOTAL REVENUES	725,265	835,412	1,015,452	1,043,098	1,073,393
EXPENSES					
<i>Direct Student Costs:</i>					
Transportation	6,000	7,000	8,000	8,000	8,000
Supplies	61,000	58,000	58,000	50,000	50,000
Computers and Materials	35,000	19,000	21,000	16,000	14,000
Field Study	4,200	4,900	5,600	5,768	5,941
Insurance Expense (estimate)	15,000	15,450	15,914	16,390	16,883
Total Direct Student Costs	139,200	104,350	108,514	104,158	94,824
<i>Personnel:</i> cook/asst. cook	21,000	21,630	27,943	32,783	34,422
Principal/Executive	50,000	51,500	93,045	95,836	98,711
Teachers/Parent Coordinator	217,440	280,613	328,633	353,780	370,719
Clerical	13,545	13,751	18,373	19,108	19,900
Custodians(see maintenance)					
Benefits	74,521	83,194	114,930	125,376	130,938
Staff Development	10,000	10,000	12,000	12,000	12,000
Total Personnel	386,506	460,803	594,924	638,883	666,690
<i>Occupancy:</i>					
Rent	60,000	63,000	66,150	69,450	72,900
Mortgage					
Maintenance/Repairs	20,000	25,450	26,000	27,000	25,000
Utilities	8,000	8,240	8,800	9,200	9,600
Janitorial Supplies	3,600	4,200	6,000	7,000	6,000
Total Occupancy	126,600	100,890	106,950	112,650	113,500
<i>Office:</i>					
Supplies	5,000	6,000	8,000	8,000	8,000
Equipment Rental/Maintenance	5,000	6,000	8,000	8,000	12,000
Telephone/Communications	4,000	5,000	6,000	8,000	10,000
Accounting & Payroll	11,300	11,639	12,000	13,000	16,000
Printing & Copying	5,000	6,000	8,000	8,000	8,000
Postage & Shipping	5,000	6,000	8,000	8,000	8,000
Total Office	40,300	37,839	48,000	53,000	62,000
<i>Other: food/supplies</i>	75,465	90,752	106,812	110,218	113,313
Consultants	15,000	15,000	20,000	20,000	20,000
TOTAL EXPENSES	725,071	809,724	985,200	1,038,900	1,070,327
EXCESS (or DEFICIENCY)	194	25,688	30,252	4,189	3,066
BEGINNING FUND BALANCE	-0-	194	25,882	56,134	60,323
ENDING FUND BALANCE	194	25,882	56,134	60,323	63,389



APPENDIX V

LETTERS OF SUPPORT



THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

Dr. Peter J. Negroni
Superintendent

Central Office
P.O. Box 1410
195 State Street
Springfield, MA
01102-1410

February 15, 1995

Dr. Piedad Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1401
Boston, MA 02108

Dear Dr. Robertson:

I have read Norma Baker's proposal for a charter school and I believe they will be able to delivery quality schooling to the number of children they identify in the proposal. I intend to work closely with Norma Baker and her group to help implement a successful charter school.

As you are aware, I am a proponent of charter schools being used as a lightning rod to spark innovation in public schools.

Sincerely,

PETER J. NEGRONI
Superintendent of Schools

PJN:rs



The Commonwealth of Massachusetts

Governor's Alliance Against Drugs

One Ashburton Place, Room 611

Boston, MA 02108

Tel: (617) 727-0786

Fax: (617) 727-6137

William F. Weld
Governor

Georgette Watson
Executive Director

Francis X. Pisegna
Chief of Staff

February 15, 1995

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Ms. Baker:

On behalf of the Governor's Alliance Against Drugs, I am writing to indicate our full support of the application of the Northern Educational Services, Inc. (NES) to establish and operate The Robert M. Hughes Charter School in Springfield. NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female), and adults.

The Governor's Alliance Against Drugs has worked closely with NES to provide a safer environment for the high risk youth in the Springfield community.

Therefore, we view a charter school, managed by NES, as a natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that NES, by following the Marva Collins method which, among other things, believes that "A good teacher makes a poor student good and a good student superior.", offers children and parents a unique and proven educational methodology. Further, we believe that NES, an institution with a proven track record, will in this endeavor strengthen the children and families they enroll.

Please let us know how we can be of further assistance in your creation of the Robert M. Hughes Charter School. This is an exciting proposal and exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the greater Springfield area.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Francis X. Pisegna".
Francis X. Pisegna
Chief of Staff

Lena Park Community Development Corporation

Central Office: Patrick F. Jones Community Center

150 American Legion Highway, Dorchester, MA 02124

Telephone (617) 436-1900

Fax: (617) 436-0999

Leonard Alkins
Chairman

Nathan Allen, Ph.D.
President

Bettye Robinson
1st Vice President

Stephen Wolfberg
2nd Vice President

Martin Walsh
Treasurer

Vesper Gibbs Barnes
Clerk - General Counsel

Honorary Chairpersons
Father Shawn Sheehan
Richard Roye
Cyde Miller

Board Members

James R. Brannon
Hon. Frederick Brown
Kathy Contino
Harold Epps
Hon. Rudolph Kass
Lutz Overbea
Jack Patrick
Kenneth Rossano
Rev. Charles Stith

Branch Offices

Orchard Park
Neighborhood House
36 Dearborn Street
Roxbury, MA 02119
442-2722

Shaw House
612 Blue Hill Avenue
Dorchester, MA 02124



Reaching out and touching

February 15, 1995

Ms. Norma Baker
Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Ms. Baker:

On behalf of the staff and Board of Lena Park Community Development Corporation, I am writing to indicate our support for your efforts to establish the Robert M. Hughes Charter School in Springfield. Over the last twelve years, Northern Educational Services has clearly demonstrated its commitment to change the human condition for the better.

Your leadership in the area of serving youth has not gone unnoticed throughout the state. This was quite obvious when you encouraged the Governor to infuse more than \$30 million into this year's budget. It clearly demonstrates your commitment to insure that all residents of the Commonwealth have access to the same resources.

We sincerely view a chartered school managed by Northern Education Services as one that will be creative, responsive and committed to the needs of students residing in the Springfield community. The Marva Collins model that will be a part of Northern's total fabric will reflect the desire to begin to prepare children for the SAT the first day of school.

Lena Park congratulates you and your Board for projecting the courage to do something new, different and making a major impact on the lives of our young people.

I want you to also know that we will assist you anyway possible.

Yours truly,

Nathan Allen, Ph.D.
President

an affiliate of



United Way
of Massachusetts Bay



MARTIN LUTHER KING, JR. COMMUNITY CENTER

Dora D. Robinson
Executive Director

Beverly A. Homes
President

February 15, 1995

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

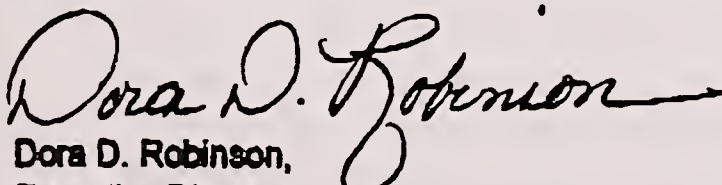
On behalf of the staff and board of the Martin Luther King, Jr. Community Center, I am writing to indicate our full support of the application of the Northern Educational Services, Inc. (NES) to establish and operate The Robert M. Hughes Charter School in Springfield. NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female) and adults.

Our working relationship with NES has been extremely productive for the community. MLKCC's full range of educational supports for academically at-risk youth would be made available to your students. We will also lend other support through our after-school and evening recreational and cultural programs.

Therefore, we view a charter school, managed by NES, as a natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that NES, by following the Marva Collins method which, among other things believes that "A good teacher makes a poor student good and a good student superior," offers children and parents a unique and proved educational methodology. Further, we believe that NES, an institution with a proven track record, will in this endeavor strengthen the children and families they enroll.

Please let us know how we can be of further assistance in your creation of the Robert M. Hughes Charter School. This is an exciting proposal and exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the greater Springfield area.

Sincerely,


Dora D. Robinson,
Executive Director



263 Alden Street
Springfield, MA 01109-3797
(413) 748-3241
FAX: (413) 748-3746

OFFICE OF THE PRESIDENT

November 23, 1994

Mrs. Norma Baker
Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, Massachusetts 01109

Dear Mrs. Baker:

On behalf of Springfield College, I am writing to indicate our support of the application of the Northern Educational Services, Inc. (NES) to establish and operate The Robert M. Hughes Charter School in Springfield. NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female), and adults.

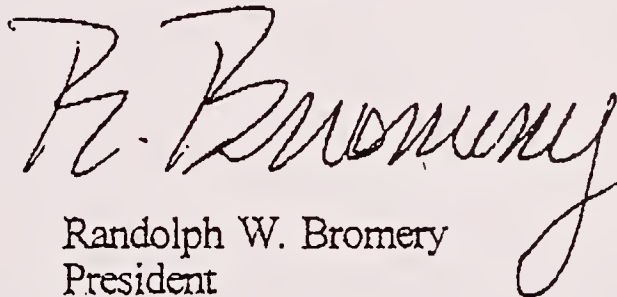
The Mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity. . . . We are, in part, attempting to accomplish this mission by reaching out to our own neighborhood, a community of men, women, and children who could benefit from our academic resources. We have developed partnerships with our students and several elementary, middle, and secondary schools in Springfield. We collaborate with the local YMCA and other community service organizations in the health care, human services, and recreation areas; and we are working with the local Neighborhood Councils to assist them in evolving into more effective community organizations.

Springfield College is emphasizing collaboration with NES and a broad array of educational initiatives so important for our youth. Collaborations that engender more educational options for our diverse learning populations would reach and benefit a broader spectrum of the youth of our community and our society, in general.

Therefore, we view a charter school, managed by NES, as a natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that NES, by following the Marva Collins method which, among other things, believes that "A good teacher makes a poor student good and a good student superior", offers children and parents a unique and proven educational methodology. Further, we believe that NES, an institution with a proven track record, will in this endeavor strengthen the children and families they enroll.

Please let us know how we can be of further assistance in your creation of The Robert M. Hughes Charter School. This is an exciting proposal and an exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the Greater Springfield area.

Very truly yours,



Handwritten signature of Randolph W. Bromery in cursive script.

Randolph W. Bromery
President

RWB/elf

Hampshire College

Amherst, Massachusetts 01002

OFFICE OF THE PRESIDENT

(413) 582-5521
FAX (413) 582-5584

November 22, 1994

Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

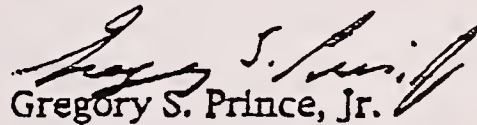
It gives me great pleasure to write in enthusiastic support of Northern Educational Services' application to establish and operate The Robert M. Hughes Charter School in Springfield. I know first-hand of NES's dedication and commitment to the children of Springfield and of its first-rate educational programs. The Hughes Charter School is a logical next step for NES to undertake.

Hampshire College has worked with NES for four years in partnership on the James Baldwin Scholars Program, which provides post-secondary and baccalaureate educational opportunities for men and women from Springfield who have participated in NES programs. Our partnership has helped the Baldwin Program grow and become strong. Hampshire College is as much a beneficiary of NES as are the students it serves directly.

You have also brought an important perspective to the table of Hampshire's 1991, 1992, and 1993 national urban conferences in which civic leaders from across the country have met to discuss integrated approaches to addressing urban problems. I can say without hesitation that through your participation in these conferences NES has spread its influence well beyond Springfield's borders.

It is my fervent hope that Hampshire College will be asked to participate with NES as plans for the Hughes Charter School continue to develop. I am confident that faculty and undergraduates alike will want to be involved in making this promising enterprise a reality. The application has my highest endorsement.

Sincerely,


Gregory S. Prince, Jr.

94-1524

Cutting

November 21, 1994

*6 Wilbur Drive
Longmeadow, Massachusetts 01106*

Mrs. Norma Baker
Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, Massachusetts 01109

Dear Mrs. Baker:

Northern Educational Services, Inc. (NES), in my opinion, is one of the most capable and competent agencies in the city. Your staff is professional, highly qualified, and committed to maintaining the very high standards and to reaching the goals that you set. Therefore, I fully support NES' application to establish and operate the Robert M. Hughes Charter School in Springfield.

I was an employee of NES over twenty years ago and know first hand how NES assisted people in our community through tutoring, counseling and cultural enrichment. As you know, I set a very high value on community involvement by my personal participation and I continue to support the expanded programs and necessary work that you continue to do at NES. The phenomenal programmatic growth experienced is because of your commitment to meeting the community needs through service programs for all ages from pre-school to adults, males and females, as well as college students and parents.

Over the years NES has identified community needs, developed and successfully implemented plans to meet those needs. You had the vision to see that there are major challenges in education today and you have a plan that needs to be implemented. Your vision for the establishment of the Robert M. Hughes Charter School (A Marva Collins Learning Center) in Springfield is a way to meet those challenges in an innovative and exciting way. By using Marva Collins' Westside Preparatory School's method as your model and concentrating on the basics, you will have confident students, eager to learn, and strong parental involvement.

You are familiar with my extensive amount of community involvement and volunteer work; and you know of my background as an educator and the professional services that I provide in strategic planning, public relations, communications and marketing. My personal or professional services are available to help with the school that you are proposing because the creation of the Robert M. Hughes Charter School is a wonderful opportunity for the Greater Springfield community.

Thank you and your excellent team of professionals for again making the effort to provide additional educational resources that seek to meet the Greater Springfield community educational needs.

Sincerely,

Carol Moore Cutting

Carol Moore Cutting

An Affiliate of Springfield Technical Community College
Building 15, Rm. 204, 1 Armory Square, Springfield, MA 01105
(413) 781-7822 X. 3897 • Fax # (413) 781-6652

November 22, 1994

EXECUTIVE DIRECTOR
Helen R. Caulton

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

On behalf of the staff and board of the Pioneer Valley Area Health Education Center of Springfield Technical Community College, I am writing to indicate our full support of the application of the Northern Educational Services, Inc. (NES) to establish and operate The Robert M. Hughes Charter School in Springfield. NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female), and adults.

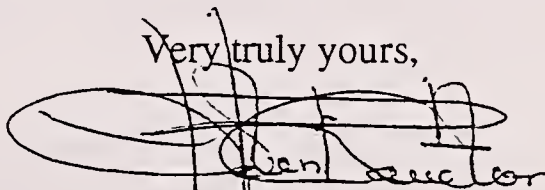
The Pioneer Valley Area Health Education Center (AHEC) of Springfield Technical Community College (STCC) is one of six AHEC's in the state of Massachusetts. The primary mission of AHEC's is to work with primary health care and community based institutions to insure health care access for underserved populations.

Unique to AHEC of STCC is the mission providing adolescents interested in health careers from underserved populations the infrastructure to be successful in secondary and post secondary institutions. Likewise the mission of Springfield Technical Community College embraces the concept of holistic education which includes environmental factors which impact student education.

Therefore, we view a charter school, managed by NES, as natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that NES, by following the Marva Collins method which, among other things, believes that "A good teacher makes a poor student good and a good student superior.", offers children and parents a unique and proven educational methodology. Further, we believe that NES, an institution with a proven track record, will in this endeavor strengthen the children and families they enroll.

Please let us know how we can be of further assistance in your creation of the Robert M. Hughes Charter School. This is an exciting proposal and exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the greater Springfield area.

Very truly yours,



Helen R. Caulton,
Executive Director

D. Edward Wells - Federal Credit Union

864 State Street
Springfield, Massachusetts 01109
(413) 732-0519

Curtis W. Monroe
President

Joan P. Belt

Vice President

Carol A. Arango

Treasurer/Manager

Linda Silva Frank

Clerk

November 21, 1994

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

Michael Akers

Norma Baker

Daniel C. Brightwell, Jr.

Elizabeth Bryant

Ashly Buchanan

John Edwards

William Zachary

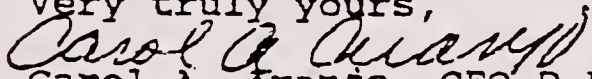
On behalf of the Board of Directors and the members of the D. Edward Wells Federal Credit Union, I am writing to indicate our full support of the application of the Northern Educational Services, Inc(NES) to establish and operate the Robert M. Hughes Charter School in Springfield. NES has demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, preteens, teens and families. The NES young parent (male and female) program is one of the best in the State.

The Credit Union's youth programs have worked with NES in shared financial training. We are now providing financial training and savings programs in two of the Springfield schools and look forward to providing the same type of service to the NES proposed school.

Therefore, we view a charter school, managed by NES, as a natural outgrowth of their commitment to children and families in the Springfield area. Also we believe that NES, by following the Marva Collins method offers children and parents a unique and proven educational methodology. NES reputation of services to the children and families of this community is the finest.

Please let us know how we can be of further assistance in your creation of the Robert M. Hughes Charter School. This is an exciting time for Springfield. The Charter school your are proposing is a welcome and needed addition to the existing educational resources in the greater Springfield area.

Very truly yours,



Carol A. Arango, CEO D.E. Wells FCU
Chairman, National Federation of Community
Development Credit Unions

OVERVIEW

The D. Edward Wells Youth Credit Union Program had it's beginnings in 1988. Since then the young people of this inner-city credit union have received nation-wide acclaim as the first credit union designed, implemented and operated by children. Adult supervision is provided through advisors from the financial community, however, it is the children themselves who are responsible for every aspect of their credit union.

In addition to it's educational activities in finance, the members of Wells youth credit union program have participated in duplicating their successful program in other limited income communities nationwide. Our program offers instruction into leadership skills and qualities and character building, as well as technical skills. Through activities such as running for elective offices, electing a board of directors, choosing committees and officers and the actual financial experiences of working as the credit union manager, assistant manager and other positions of authority, the children involved gain immeasurable self-esteem.

The benefits for children who participate in this program are abundant for present and future, and will foster positive concerns for participants families, communities and nations.

Future Benefits

- ♦ Entrepreneurial Development
- ♦ Positive Social Environment
- ♦ Tomorrow Community Leaders
- ♦ Real-Life Business Experience
- ♦ Community Networking
- ♦ Opportunities for Success are Positive Learning Experiences

**Empowerment
for
Freedom**

B

B-4-21

*Yesterday's
Dreams
are*

*Today's
Realities.*

Today's

*Aspirations
are*

Tomorrow's

Accomplishments.

GIVING



Young people the

Opportunity to

Utimize their

Talents and keep

Hope alive!!!

February 15, 1995

Dr. Piedad Robertson, Secretary
Department of Education
One Ashburton Place
Room 1401
Boston, MA 02108


Dear Secretary Robertson,

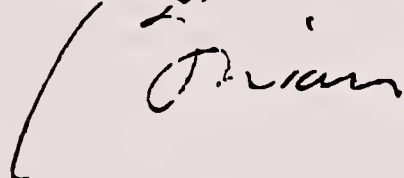
I am writing in support of Northern Educational Services, Inc. who have applied to establish and operate the Robert M. Hughes Charter School in Springfield.

Northern Educational Services has a strong reputation in the Greater Springfield area having provided quality educational services to a broad scope of area residents. I had the pleasure of working with them on several issues over the past few years. The skill and knowledge possessed by Northern Educational Services will enable them to develop the Robert M. Hughes School into a model for any future charter schools.

If I can provide you with any further information or assistance, please do not hesitate to contact me. I thank you in advance for your consideration.

With best wishes, I am

Sincerely,



Brian P. Lees

BPL:ek



The Commonwealth of Massachusetts

House of Representatives

State House, Boston

Benjamin Swan
State Representative
12th Hampden District
11 Andrew Street
Springfield, MA 01109-3036
(413) 739-8547

Room 138, State House
Boston, MA 02133-1053
(617) 722-2396

November 22, 1994

Ms. Norma Baker, Executive Director
Northern Educational Service, Inc.
622 State Street
Springfield, MA 01109

Dear Ms. Baker:

I am writing to support Northern Educational Service, Inc.'s (NES) application to establish and operate the Robert M. Hughes Charter School in Springfield. I know personally about NES' history, demonstrated commitment and services to Springfield's pre-schoolers, elementary, middle-school, high school and college students; as well as families, young parents and adults.

As an elected official, I have identified youth development as a top priority. To develop intervention strategies to reduce school drop-out, enhance academic achievement, and lessen anti-social behavior. The possibility of NES establishing a charter school which will utilize the Marva Collins method offers the greatest educational news yet. The potential benefits such a school would offer are at present un-measurable, and could serve as the beacon Springfield needs.

It is with high enthusiasm that I offer my support to your proposal. Please let me know how my office can assist in the creation of the Robert M. Hughes Charter School. Incidentally, you could not have selected a more noble person in honor of whom to name your school. And I look forward to the possibility of working with your future students.

Warm regards,

A handwritten signature in dark ink, appearing to read "Benjamin Swan".
Benjamin Swan
State Representative



COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE, BOSTON 02133-1053

SENATOR DIANNE WILKERSON

SECOND SUFFOLK DISTRICT

ROOM 506

OFFICE TEL.: (617) 722-1673

FAX: (617) 722-1007

COMMITTEES

HOUSING AND URBAN

DEVELOPMENT

(CHAIR)

BANKS AND BANKING

HUMAN SERVICES AND

ELDERLY AFFAIRS

PUBLIC SAFETY

November 22, 1994

Mrs. Norma Baker, Executive Director
Northern Educational Services
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

I am pleased to support Northern Educational Services', Inc. (NES) request to establish and operate the Robert M. Hughes Charter School in Springfield.

NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female), and adults.

As the State Senator from the Second Suffolk District, an area with the largest percentage of public school students in the state, I realize providing a quality education strengthens communities. As a resident of Springfield for over 20 years, I have first hand knowledge of the commitment of NES to provide quality pre-school education.

The approval of NES to establish the Robert M. Hughes Charter School will enrich the educational resources in the greater Springfield area.

Sincerely,

Dianne Wilkerson

Senator,

Second Suffolk District



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Social Services
Springfield Area Office

William F. Weld
Governor

Charles D. Baker
Secretary

Linda K. Carlisle
Commissioner

1694 Main Street, Springfield, MA 01103
Tel (413) 781-0881 ~ Fax (413) 739-5851

November 22, 1994

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

I am writing to indicate our full support of the application of the Northern Educational Services, Inc. (NES) to establish and operate the Robert M. Hughes Charter School in Springfield. NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female) and adults.

Our support of the Charter School is also based on the long-term relationship and contractual agreements between DSS and NES. I have been pleased with the quality of services that NES has provided to our families and community over the years.

Therefore, we view a charter school, managed by NES, as a natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that NES, by following the Marva Collins' method which, among other things, believes that "A good teacher makes a poor student superior," offers children and parents a unique and proven educational methodology. Further, we believe that NES, an institution with a proven track record, will in this endeavor strengthen the children and families they enroll.

Please let me know how we can be of further assistance in your creation of the Robert M. Hughes Charter School. This is an exciting proposal and exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the greater Springfield area.

Very truly yours,

Arlene Smith, Area Director
Department of Social Services

AS:pr

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